

TWENTIETH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF OREGON

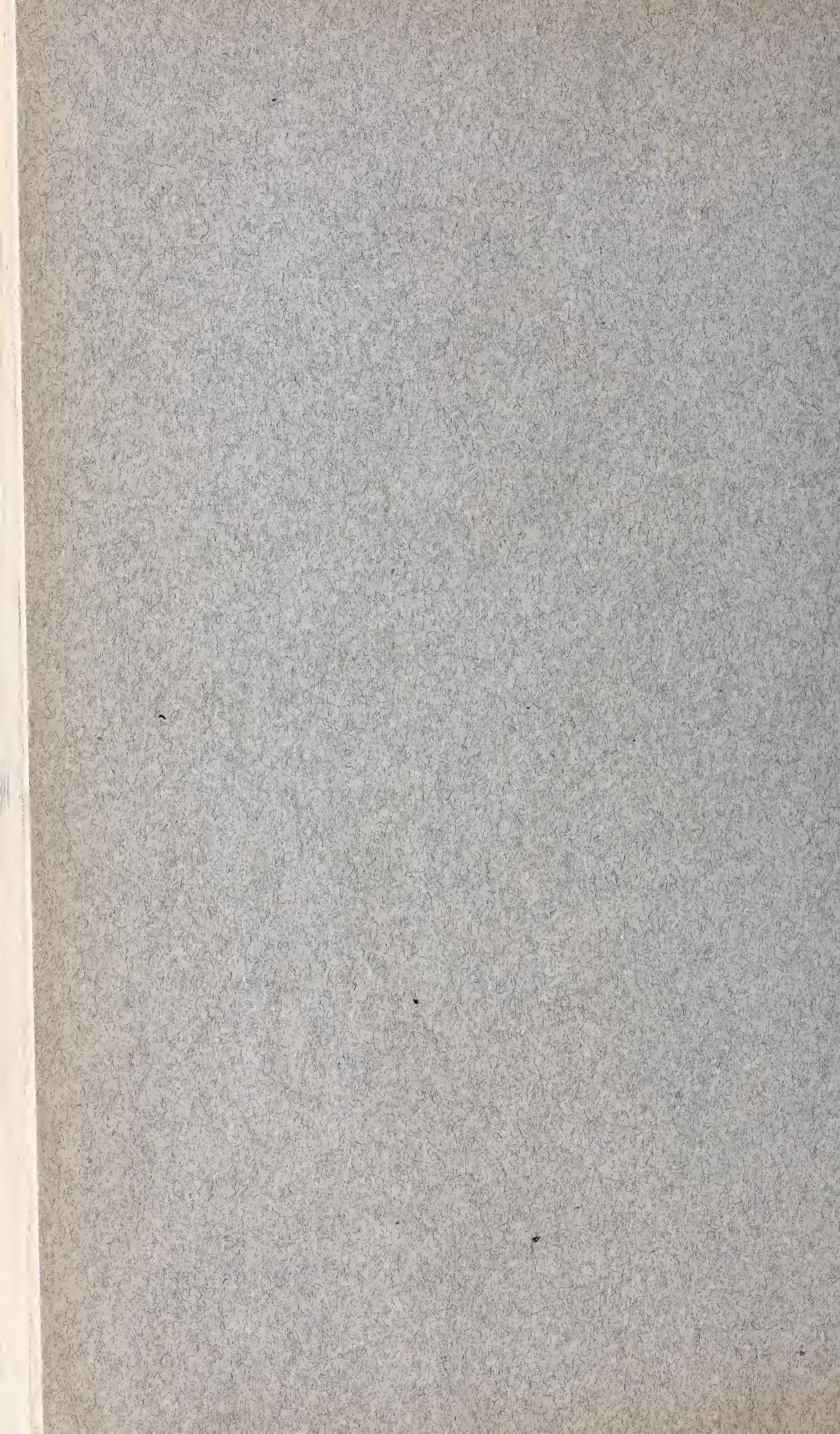
TO THE

TWENTY-SEVENTH LEGISLATIVE ASSEMBLY
REGULAR SESSION.

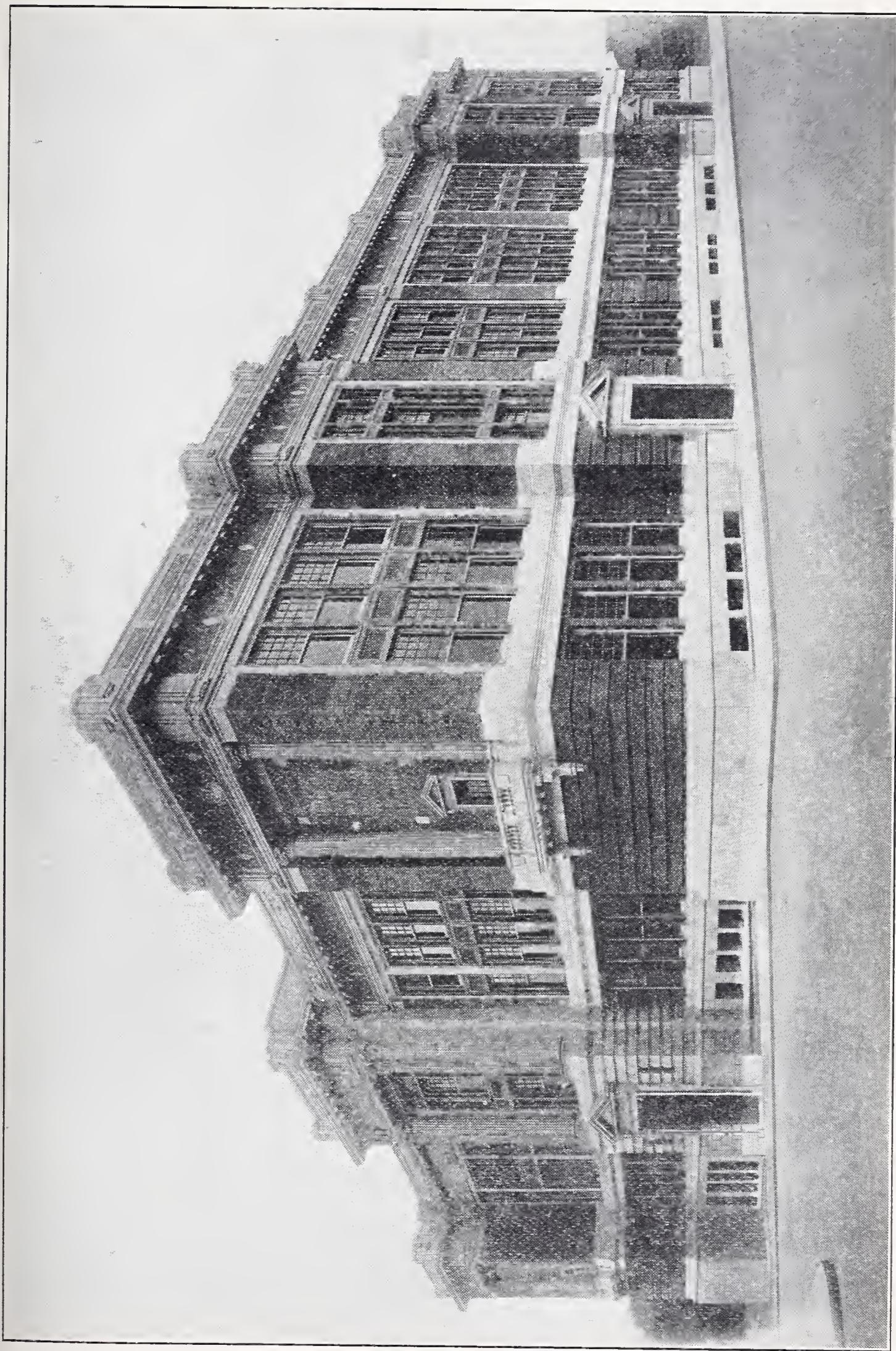
1913

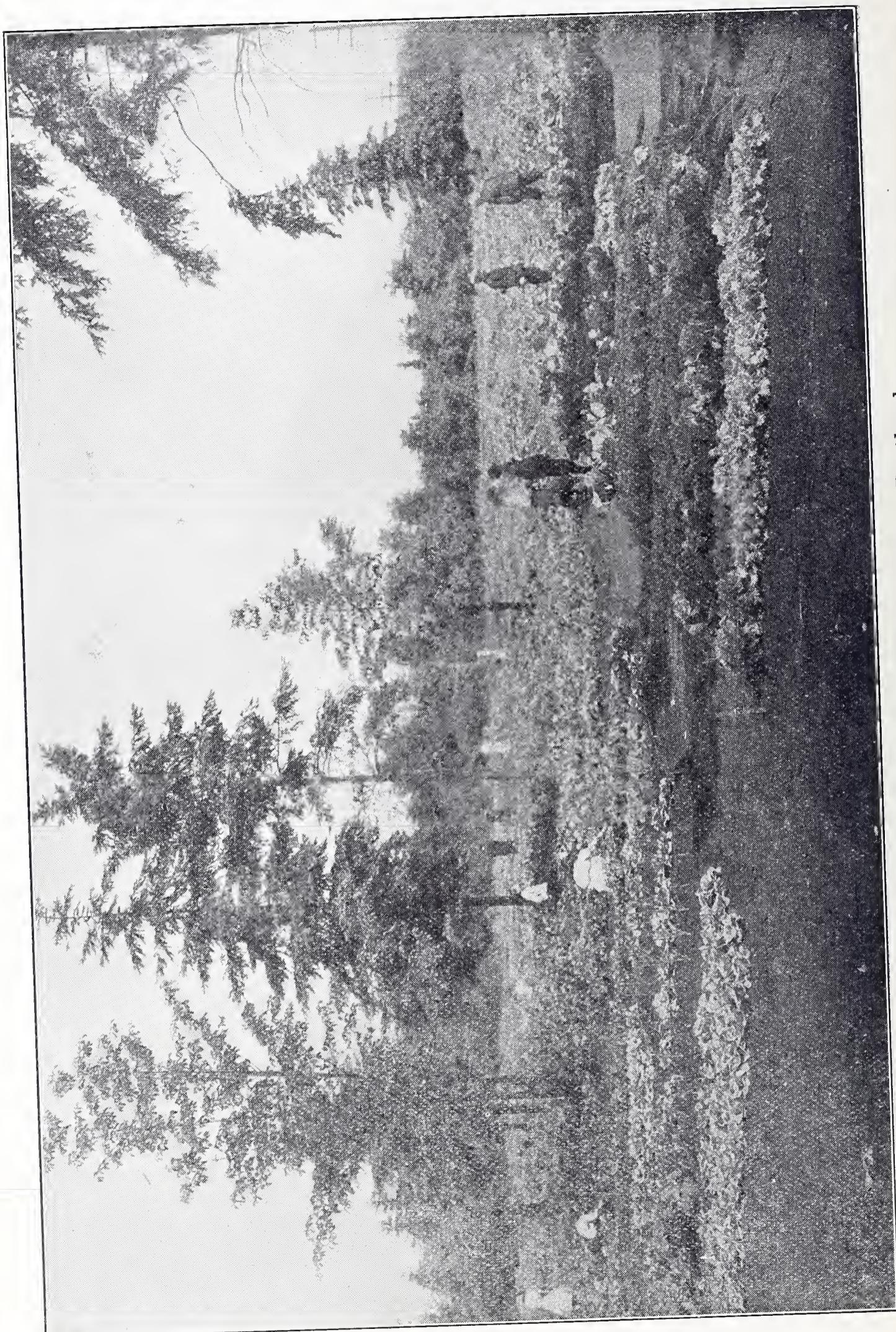


SALEM, OREGON
WILLIS S. DUNIWAY, STATE PRINTER
1913



Lincoln High School—Portland.





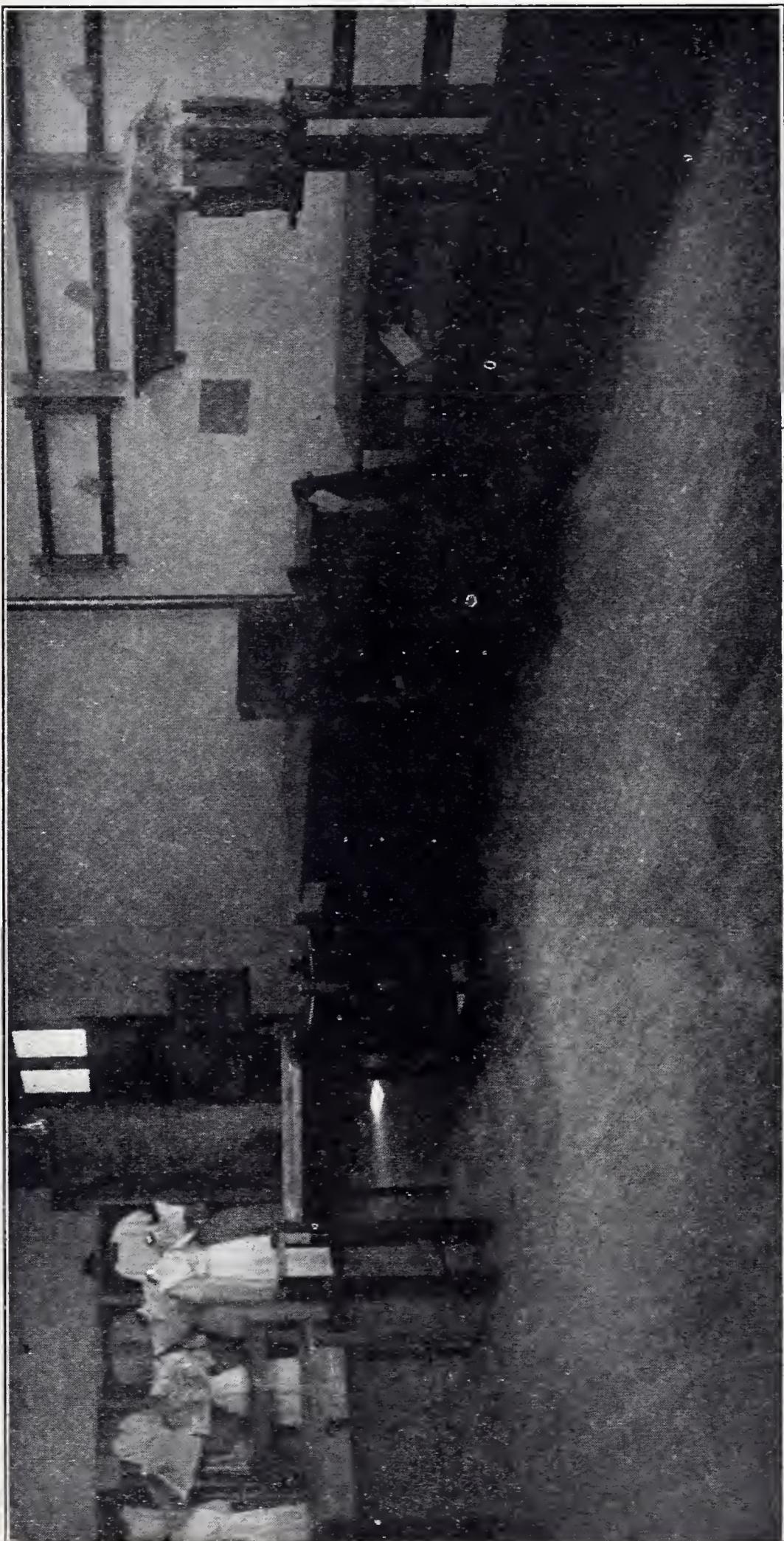
School Garden—Woodlawn School, Portland.

Arlleta School Garden, Portland.



Industrial Work—Baker Schools.





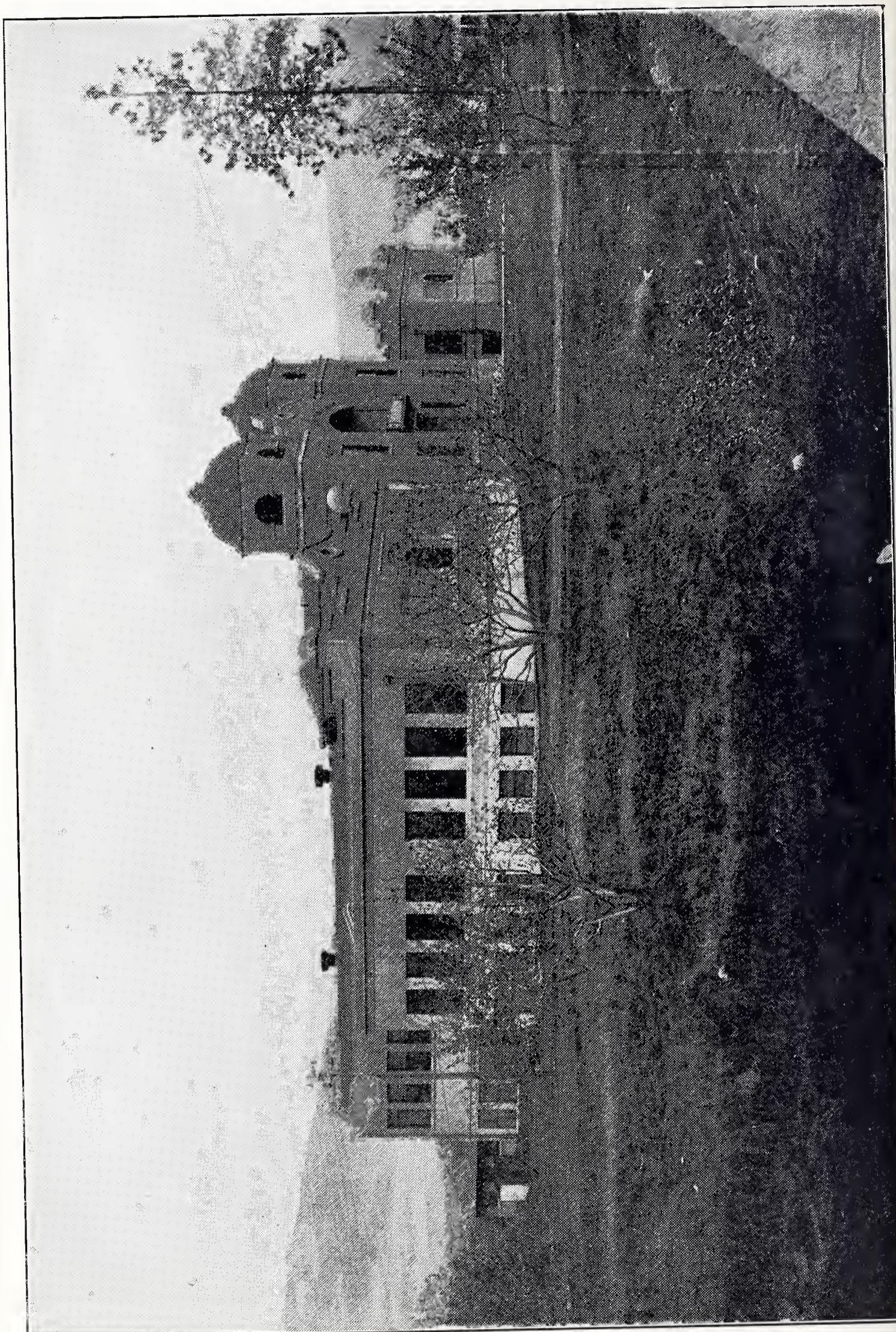
Industrial Work—Baker Schools.

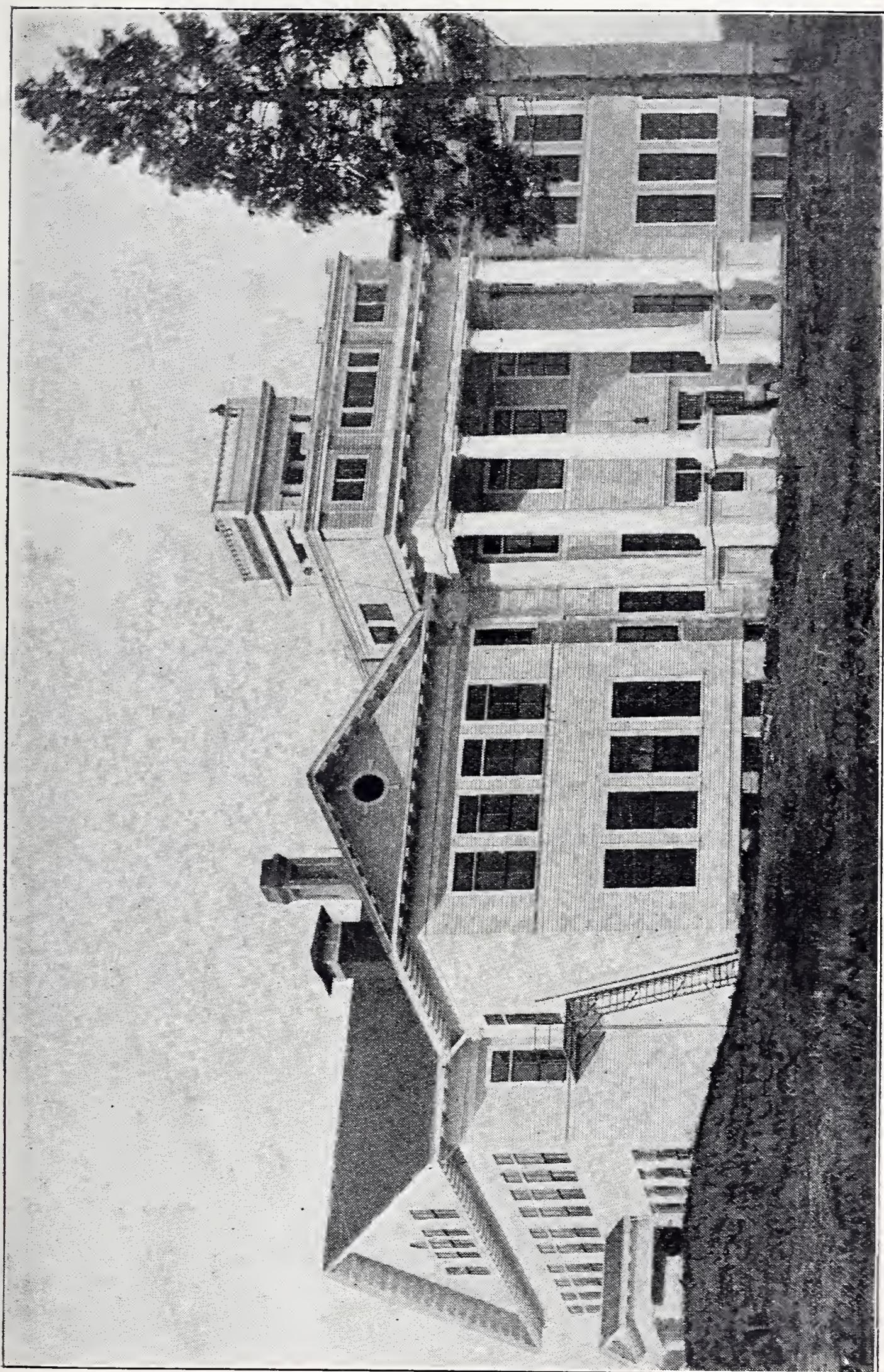


East School—Salem.

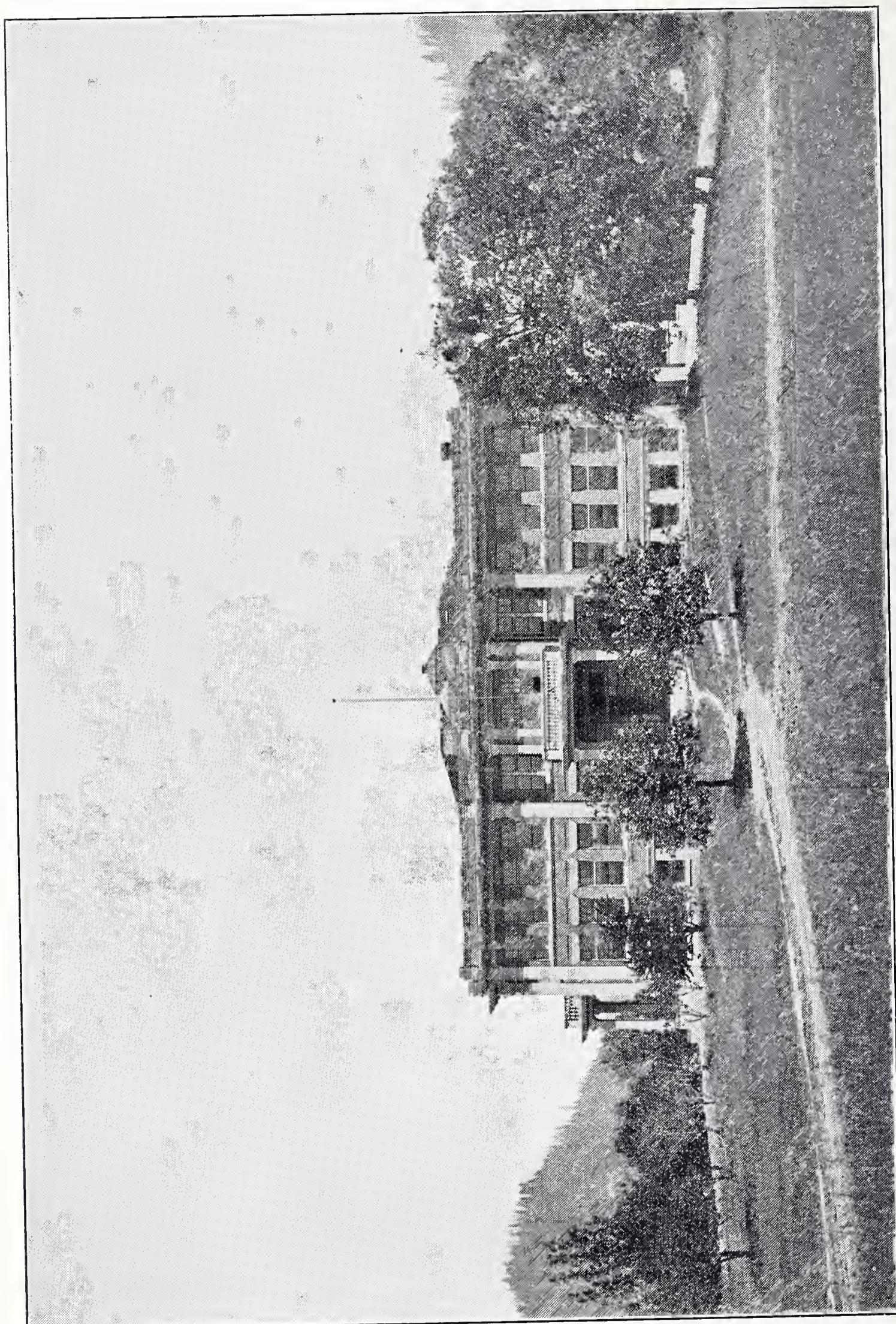


East School—Salem.

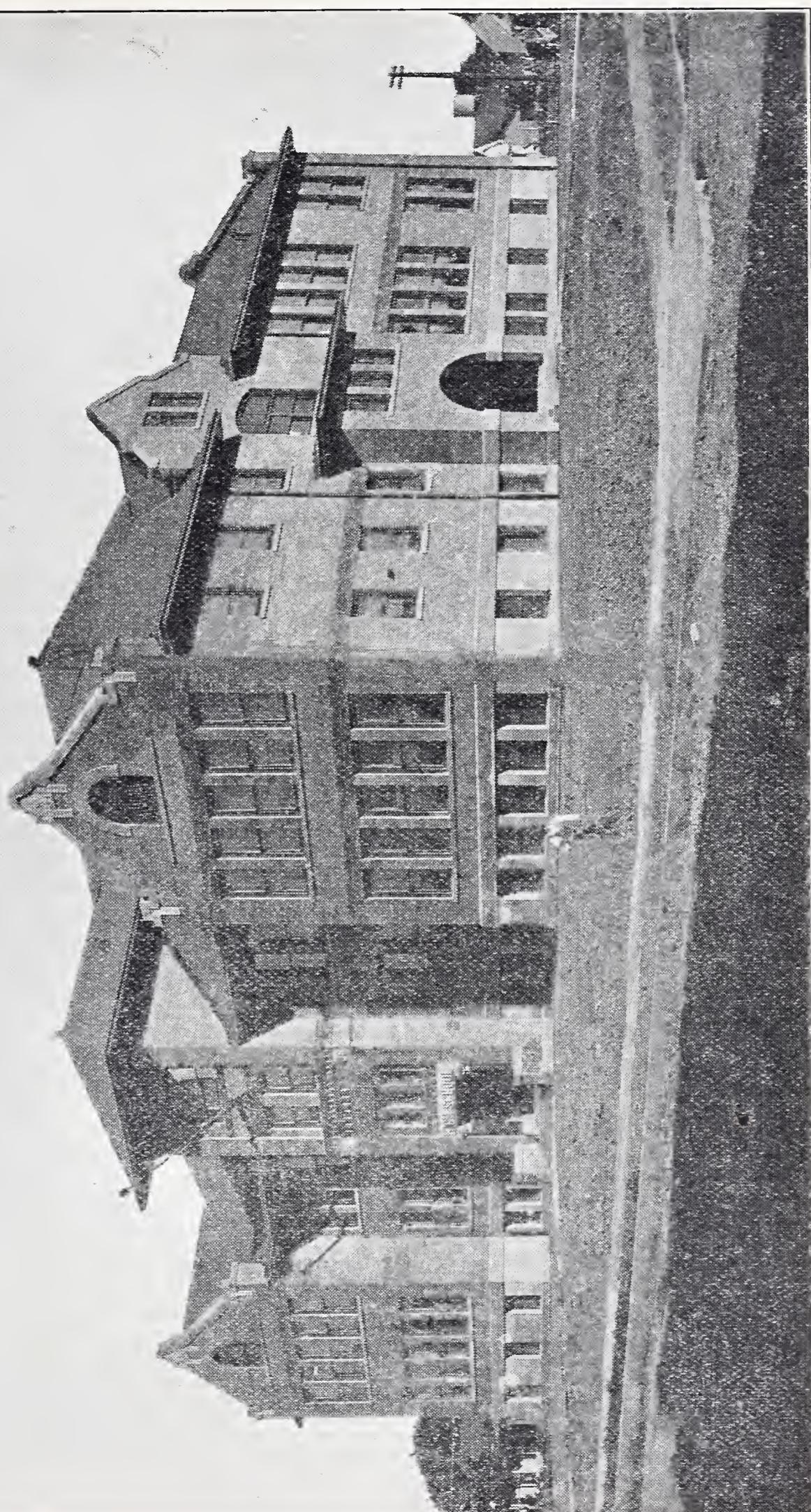




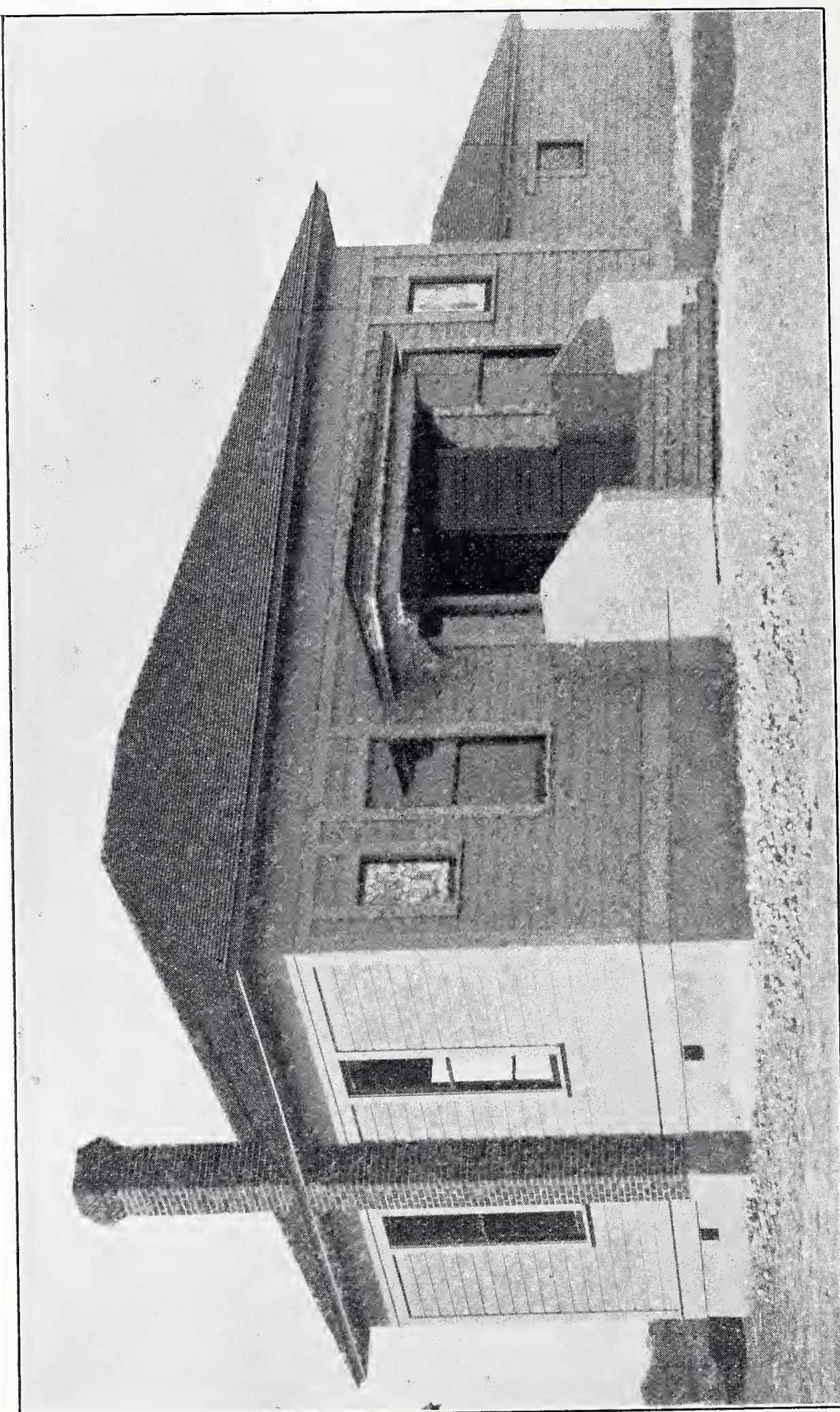
High School—Marshfield,



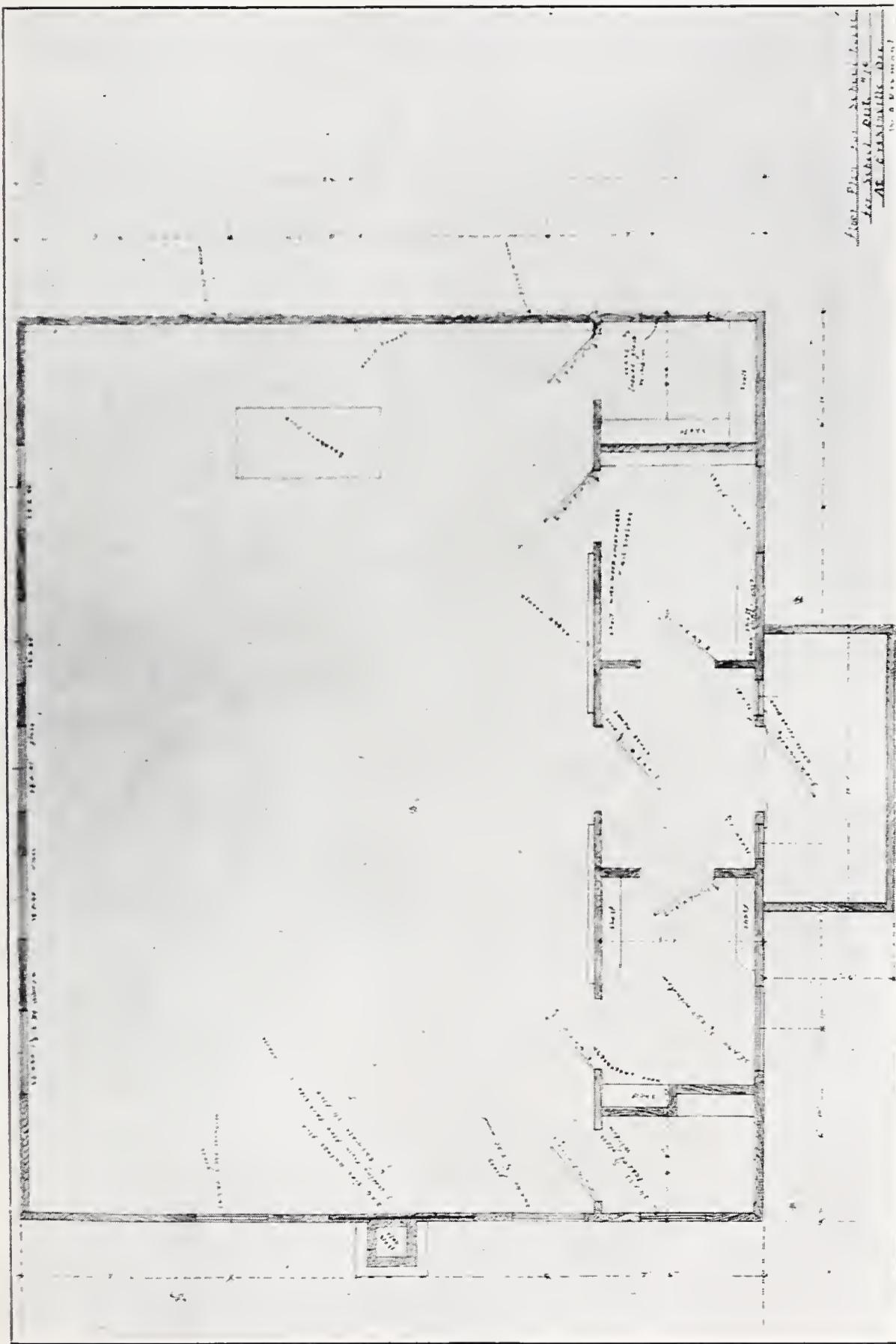
High School—Grants Pass.



High School—Albany.



A Rural School House—Sherman County.



Floor Plan of Pending Building.

TWENTIETH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF OREGON

TO THE

TWENTY-SEVENTH LEGISLATIVE ASSEMBLY
REGULAR SESSION.

1913



SALEM, OREGON
WILLIS S. DUNIWAY, STATE PRINTER
1913

LETTER OF TRANSMITTAL.

DEPARTMENT OF PUBLIC INSTRUCTION,
SALEM, OREGON, December 31, 1912.

To the Honorable Legislative Assembly of the State of Oregon:

GENTLEMEN: In compliance with the provisions of section 5 of the School Laws of Oregon, I have the honor to submit herewith the nineteenth biennial report of the Department of Public Instruction, embracing statistics and statistical summaries indicating the general conditions of the public schools of this State for the term ending June 15, 1912.

The statistics pertaining to colleges, universities, normal schools and other educational institutions close with the term ending June 21, 1912.

Respectfully submitted,

L. R. ALDERMAN,
Superintendent of Public Instruction.

TABLE OF CONTENTS.

	PAGE
Letter of transmittal	V
General survey of educational work	v-xiv
Comparative table showing educational progress	2
Comparative table giving census from 1873 to 1910.....	3
Comparative table showing enrollment from 1874 to 1910.....	4
Comparative table showing average daily attendance from 1877 to 1910....	5
Statistical Table—1909-10—	
Pupils (census and enrollment)	6-14
Teachers	15
Pupils	16
Number of districts	18
Number of school-houses	19
Legal voters	20
County superintendents' visits	20-21
Institutes	22
Libraries	23
Private schools	24-26
Financial Exhibit, 1909-1910—	
Receipts	27-32
Disbursements	33-38
Value school property	39
Average salary	41-43
Average district tax	43
Financial summary	44
Bonded indebtedness	45
Number months school in each district	46
Directory, 1910-11	47-56
Comparative statistics	57
Supervisor's report	57-59
University of Oregon	60-65
Oregon Agricultural College	66-69
State Normal School	69-73
School for the Blind	74
School for the Deaf-Mutes	74-78
Catholic schools of Oregon	77-78
Independent schools	78-82
Reports of county school superintendents	82-92

REPORT

A deep and widespread interest in the study of agriculture, domestic science and manual training; a steady increase in the number of high schools; a vigorous attempt on the part of the teachers of the State to bring the school and the home into a closer relation by the home credit plan, and the securing of a firm and permanent position in our educational system of a State Normal School are some of the most interesting signs of progress in the work of our public schools for the past year.

During the past two years I have asked the teachers of Oregon to make some recognition of the work done by the school children in their homes. The school has made so many demands on the home that the parents have in some cases felt that all the time of the child must be given to the school. But an important thing that the child needs along with school work is established habits of home making. What one does depends as much upon habit as upon knowledge. The criticism that is most often made upon industrial work at school is that it is so different from the work done at the home that it does not put the child into that sympathetic relation with the home, which after all is for him and the home the most important thing in the world. Juvenile institutions find that they must be careful not to institutionalize the child to the extent that he may not be contented in a real home. In my opinion it will be a great thing for the child to want to help his parents do the task that needs to be done and want to do it in the best possible way. The reason that so many country boys are now the leading men of affairs is because early in life they had the responsibility of home thrust upon them.

Every day brings reports of teachers who are working out this idea to meet the needs of their particular localities. Last spring this department issued a bulletin outlining the plan and suggesting a few ways by which the school could be brought into closer touch with the home. A writer in one of our local newspapers says, "It is the testimony of the parents where this plan has been tried that the children are co-operating with them, and becoming interested in their homes as never before. One mother said it seemed that her duties were reduced by half, and that the children were eager to do more, for more work meant more school credits. Conditions are reversing themselves—instead of the parent saying, 'you must do your chores or I shall punish you,' the child is asking, 'isn't there something more I can do?'"

To bring the school and home into the closest relations possible and to instill into the children of Oregon a larger sense of the dignity of labor are the objects the Oregon schools have before them. Working on the principle that the school should be a real helper of the home, and that one of the most important things that a child needs along with the school work is established habits in home making, this plan of giving some credit for work done at home was started in our schools. The next thing was to encourage the children to want more than the surface knowledge of home work, to become experts in the art and science of bread making, sewing, gardening, carpenter work and other forms of industrial work, the district and State fairs have offered the opportunity for exhibitions of their efforts.

CHILDREN'S INDUSTRIAL FAIRS.

Last November the secretary of the State Bankers' Association in Oregon wrote me, asking what their organization might do to co-operate with the schools in this State in helping to bring about a more practical education for our children and indirectly to assist in developing the resources of the State. I replied by outlining a plan of industrial contests to be held at each county, the local prize winners to bring their exhibits to the State Fair for final contest. The Bankers' Association called a conference in December, and this plan was adopted. The State Agricultural College and the commercial clubs were invited to join in this movement. The Bankers' Association furnished a field worker and a stenographer and the Union Stock Yards at Portland also supplied a field worker. This department was asked to manage the work of the contests. In carrying this out I wrote to each of the county school superintendents, who immediately began to organize the work in the various counties of the State. I also sent letters to every newspaper in the State, giving details of the plan, and wrote to each minister of the State, asking them to set aside one Sunday during the early spring to speak on this subject. In passing I wish to say that the county superintendents, the commercial clubs of Oregon, the newspapers and the ministers entered into the work most enthusiastically and gave us very valuable help all through the year.

The State Fair Board set aside \$1,000 to be given as prizes for children's exhibits at the State Fair. Livestock men, farmers, merchants and poultrymen donated prizes to the amount of about \$2,500, for children's exhibits at the State Fair. The Agricultural College prepared a bulletin instructing the

children how to raise various vegetables and how to do hand work. One hundred thousand of these bulletins were distributed among the school children of the State. This work has not been a regular part of the school work, but rather the school has been used as a distributing center and through the schools the children have been encouraged to take up this work at home. Similar plans were carried out in all but one of the counties of the State so that the children were represented at the district and county fairs. Altogether the children took part in eighty-eight fairs held in various parts of the State. The value of the prize lists amounted to about \$20,000. It is estimated that about 75,000 children prepared exhibits for either county, district or State fairs.

One of the most attractive features of the State Fair was the children's industrial exhibit. All of the hand work and vegetable products were exhibited under the grand stand. The seventy-five coops of chickens were exhibited by the children in Barn No. 8. Had the weather been favorable the room under the grand stand would not have held all of the exhibits. The exhibits were shipped in groups and in a number of counties the bad weather prevented the one in charge from getting the exhibits to the station.

This department is in receipt of thousands of letters from all parts of the State, praising the idea of having the children's industrial fairs and asking us to continue the work next year.

Following is a brief summarized report of the children's fair work as it has been carried out in this State.

A. Beginnings of contest:

1. Committee on industrial education of State Bankers' Association launched movement to arouse more interest in agricultural and industrial work in public schools by calling conference in Portland, December, 1911.

2. Yamhill County plan adopted and made State wide by which children were to be encouraged to grow gardens, and to make useful articles by local, county and State juvenile competitions.

3. Making up State Fair premium list started January 1, 1912. Animals and commodities to value of \$2,500 were donated for children's prizes. This was supplemented by \$1,000 cash for the State Fair Board.

B. Synopsis of Field and Office Work:

1. O. A. C. specialists prepared instructional part of contest bulletin to go with contest rules and premium list; 50,000 bulletins issued, 10,000 being distributed from Corvallis, and 40,000 from contest department in office of State Superintendent.

2. Contest department has issued (exclusive of bulletins 9000 pieces of mail matter such as:

- (a) Requests for prizes to breeders, merchants, etc.
- (b) News letters (at least 800 columns have been used in Oregon, and by such publications as Saturday Evening Post, Survey, Youth's Companion, New York American, San Francisco Examiner, Country Gentleman).
- (c) Letters to county and State superintendents.
- (d) Letters to teachers, parents, children.
- (e) Letters to fair boards, seed companies.
- (f) Letters to all Oregon granges.
- (g) Letters to ministers (approximately 800 sermons preached on industrial work in March and April).
- (h) Suggestive programs for local fairs.

3. The Oregon Development League has co-operated by communicating with all commercial organizations in Oregon relative to industrial work.

4. County superintendents and teachers have worked as a unit in promotion of plan; business men have liberally rallied to its support.

C. Results:

- 1. 88 children's fairs were held in various parts of the State.
- 2. Value of prize lists amounted to \$20,000.
- 3. Juvenile exhibitors at fairs during year 75,000. (Oregon has 125,000 school children).

4. Prof. C. H. Lane, assistant in agricultural education at Washington, D. C., whose visit to Oregon in May was a recognition by the national government of movement in Oregon, said: "Oregon has started this work on a broader scale than any other State. I never have found a State in which bankers, breeders and business men have given industrial education such liberal support at the outset. The next step should be to make the work an integral part of the public school system."

RURAL SUPERVISION.

I am pleased to be able to report to you that the rural supervisory law passed by the 1911 session of the legislature is giving general satisfaction, and is doing much to increase the efficiency of the work in the rural schools.

The supervisory law was enacted by the Legislature in 1911. It was passed for the sole purpose of improving the rural schools. Investigation shows that every county in the Willamette Valley has rural districts where the population has decreased in the last twenty years. This ought not to be in a rich, beautiful country like Oregon. It is a matter of common

knowledge that our rural dwellers have gone to town that they might have better schools for their children. This has been going on all over the State, and it is not hard to find the cause for this unpopularity of the country schools. Untrained, poorly paid teachers, unsupervised teachers, too frequent change of teachers, and unattractive school houses have made the country schools not only unpopular, but inadequate for the demand made upon them.

The country over \$33.00 is being spent for the education of the town boy and girl, and \$13.00 for the country boy. In Oregon, in some counties, the disparity is even worse than that. The City of Salem is proud of her schools, and well she may be. In the school year, 1910-1911, with about seventy teachers, some \$6,000 was spent for supervision. In the whole county outside of Salem, with two hundred teachers, \$1,000 was spent for the supervision, and at least half of the time of that supervisor was taken up with office duties. With the supervisory law the county of Marion is spending about 76 cents for supervision for each child in rural schools. \$2.50 is being spent for the supervision of each child in the Salem schools, and yet they talk of repealing the law that allows 76 cents to be spent for the rural supervision.

The supervisory law has cost the State the last year something like \$23,000 in salaries. A careful investigation will show that we have saved in actual money, to say nothing of the improved conditions brought about, a large sum of money. It is a notorious fact that the school districts in this State, and in most states where there is little supervision, squander a great deal of money in supplies that are not needed. In almost every rural school house in this State there are expensive charts, globes and other apparatus that was not needed, for which the school districts paid from three to five times the actual catalogue price. An agent will call upon one director and show him a chart, for which he asks \$75.00. The director says that he is much interested, but he is only one member of the board. The agent then asks, "if the others consent, will you give your consent," and he replies "yes." The agent then sees director number two, and informs him that director number one is in favor of buying the chart. Number two says he doesn't know about it, but won't object if the other two agree. The agent then sees director number three, with the result that the district pays \$75.00 for a chart that is listed in any reputable supply house for \$15.00. With the rural supervisors all this waste is eliminated, as districts are advised as to needed supplies.

I have seen school districts in the State with but nine feet of blackboard with no erasers, with no maps and with no water supply, that had recently paid \$75.00 for a chart, \$39.00 for an expensive globe and \$30.00 for mathematical blocks that were not needed by any of the children attending school.

Again, supervisors, by carefully looking over the grading of pupils and advising with the teacher, have, in many cases, saved a year of a student's time. In the rural schools promotions are made but once during the school year, and if at the time of the promotion the pupils fall short of making the required grade he must spend another year in the grade. The supervisor guides the effort of the pupil and the teacher so that the pupils will have no difficulty in doing well in the specified time all the prescribed work in any grade. The idea of the supervisory law is that a teacher will improve in service, and thus be a year's better teacher at the end of the year. With proper supervision every school in the State is in a sense a normal school.

The rural supervisors in this State have, I think, saved, in some cases, the lives of boys and girls during the last two years. They have looked after the sanitary conditions. In thousands of cases they have had the well water examined, and in not a few cases have they found seriously contaminated wells from which pupils and teacher were drinking. There are cases where typhoid fever was prevalent in districts almost every year where they have been free from it in the last two years on account of better sanitary conditions advocated by the rural supervisor.

We are planning to do much industrial work. We hope the children, by proper encouragement, will raise enough chickens so that the gross income will two or three times over pay for the whole cost of the schools of the State. Without supervision it will be impossible for us to carry out any concerted action along this line. You cannot do things of this kind with circular letters or with a talk once a year at teachers' institutes. No industry where the product can be measured in dollars and cents, where so much money is expended, spends as little for supervisors as the public schools. Railroads have supervisors for every few workmen, because they find it pays.

Rural supervision is not a new thing. In all states where it is used it has proven to be a means of betterment. Some states have claimed that it has increased the efficiency of the schools a hundred per cent. In the United States there are 67 per cent of the girls and boys attending country schools, and yet less than 40 per cent of the money is being spent for rural education.

All states that are making progress in the way of improving the rural schools have rural supervision. Every authority that has made a study of rural school conditions has advocated the great need of rural supervision. The most expensive school in the State of Oregon is that school that is so poor that it drives people away from it because the people take their earning power away with them. The cheapest school in the State of Oregon is that school that attracts people with the earning power to it.

It is said by some that we do not need a supervisor, as we have the county superintendents. This law does not call for an extra supervisor unless there are sixty districts or more; eighteen counties do not have a supervisor. It is physically impossible for one man to supervise properly more than sixty districts; but in addition to the supervision, the county superintendent is given many office tasks which consume half his time.

I ask all people who want to see the Oregon country home the best place in the world to raise a family to join with me in the improvement of country schools.

To state some of the results of the supervisory law more definitely, I quote from a few special reports made by county superintendents:

T. J. GARY, SCHOOL SUPERINTENDENT CLACKAMAS COUNTY.

"We have a number of teachers who have not had an opportunity to secure special training. Most of these are both willing and anxious to learn. To such a good supervisor is a great help. We have a goodly number of teachers who do excellent work and get results. These do not need close supervision, but they almost invariably report that they were helped.

"The supervisors did much good in securing better sanitation and better arrangement of school programs. In a few instances they found teachers trying to hear forty to forty-five recitations daily and by skillful combination helped to reduce this number to twenty-two or twenty-five. They also did much good in bringing the schools and the homes closer together through parent-teachers' meetings and school exhibitions."

H. C. BAUGHMAN, SCHOOL SUPERINTENDENT LANE COUNTY.

"Under this supervisory system in a great number of the rural schools the system of lighting and sanitary conditions have been improved. Many local meetings of patrons and teachers have been held. In short, the rural schools of Lane County have made more advancement and received more

respective supervision during the last school year, under this supervisory law, than in the last five preceding years. I think it has been and is yet a physical impossibility for the county superintendent to do all that is expected of him. There are 182 districts in this county, on an average of five miles apart. To visit all of these it requires the superintendent to travel more than 1,000 miles, spend at least one hour in each school, besides three times that on the road. Under the supervisory law all of the districts of Lane County, with two exceptions, have been visited from two to six times during the past year by school supervisors.

"It is well known that any company or corporation employing a large number of workmen have at least one overseer for every 50 or 60 men to see that the work is done according to prescribed plans. It is true that the school teachers are required to take an examination and are considered as belonging to a profession, yet they are all required to work in accordance with prescribed rules and regulations—the State Course of Study. I believe that this supervision in the instruction of our youth is at least as important as railroad building and sewer construction.

"As to the cost of the supervisory system I will say that the past school year has cost Lane County \$5,250; in order to raise this amount it is necessary to levy a tax of fourteen one-hundredths of a mill on the assessable property of the county. This means that every man worth \$1,000 will pay fourteen cents for the maintenance of the supervisory system, if he is worth \$10,000 he will pay \$1.00 for this system."

FRANK K. WELLES, SCHOOL SUPERINTENDENT UMATILLA COUNTY.

"The reports of the supervisors show that they made 363 visits to the homes of the district officers. During these visits they talked over many things relating to the welfare of the schools. As a result, we were able to get practically all of the school houses thoroughly scrubbed and cleaned before the school opened. The directors in one district made some objections to this, claiming that their schoolhouse had not been scrubbed out since it was built, 23 years ago, and they did not think it necessary now. However, it was done.

"In several districts the supervisors were able to get the terms of school extended a month or more, beyond the time named in the contracts, and have gotten more and better equipment than ever before. During the year 57 districts purchased closed tanks for the drinking water, and in all of the schools individual drinking cups were used. Two-thirds of the schools now have fine Hyloplate blackboards.

The supervisors have created a much better sentiment among the district officers regarding the flag law, and have in other ways greatly stimulated their interest in the schools.

With few exceptions, the schools are now well equipped for work, and hereafter the supervisors will give less attention to these matters, and devote more of their time to assisting the teachers in the actual school work, as does the city superintendent in the larger districts."

Reports fully as encouraging as these have been received from Supt. H. C. Seymour, of Polk County; Supt. J. Percy Wells, Jackson County; Supt. Justus T. Neff, Wasco County; and in fact from nearly all of these counties where this law is in effect.

A report from Jackson County shows the supervisor has secured for nearly all of the school districts in his supervisory district individual drinking cups, sanitary water jars, window ventilating boards, sheet iron jackets for the stoves, medical attention for the defective pupils. He has also had the drinking water analyzed by the State Board of Health, and where the water was found to be impure, he was instrumental in getting pure drinking water for the schools.

He also secured supplementary readers for the use of the schools, helped the teachers to a better understanding of the State Course of Study, arranged for an exchange of essays and school compositions between the school children of the various school districts and the school children in certain parts of Texas, Virginia, Louisiana, South Dakota and several of the Canadian provinces. He also caused to be held in the months of January, February, and March, thirty public meetings in the various school districts.

In conclusion I might give a brief history of the enactment of this law. A few months before the 1911 session of the legislature a committee composed of a number of county superintendents was appointed to inquire into the conditions of the rural schools and to see what legislation might be suggested to better their condition. It was found that wherever possible people were moving into towns for the benefit of the schools during the winter months. The question was at once suggested, what is the difference between the rural and the town schools that makes this necessary? It was the opinion of the members of the committee that the vital difference was that the work of the teachers of the town schools was well supervised, while the rural teachers were left entirely alone with their work, with the exception of one or two visits each year from

the county superintendent. Some county superintendents had to look after the work of from 150 to 175 rural teachers, as well as the immense amount of office work. At the same time a town of 2,500 inhabitants would have a city superintendent, a principal for each building, and in the larger towns, in addition to this, a supervisor for drawing, one for domestic science, one for music, and one for manual training. In both houses of the last legislature there were a large number of members particularly interested in the welfare of the schools and anxious to do something to bring the rural schools up to the efficiency of the town and city schools. When the rural supervisory bill was prepared it was given a careful examination by a large number of the legislators before it was presented. Following their suggestions a number of changes were made and when the bill was finally introduced there was little or no opposition in either house. In my opinion the results are bearing out the prophecy which was made at that time that "rural supervision will increase the efficiency of the country schools one hundred per cent by making more effective the work of the teacher, by appealing to the pride of the residents of each district to better the conditions of the school, by arousing an interest in adult education through the parents' meetings, by encouraging the study of agriculture, and in a general way by bringing about a more direct administration of our school affairs."

HIGH SCHOOLS.

The number of high schools in this State is increasing each year. Twelve years ago there were only five four-year high schools in the State. This year there are 116 four-year high schools, and a large number of three-year, two-year and one-year high schools. These smaller high schools are gradually adding to their courses, making the number of four-year high schools larger every year. Under our laws a county may establish one central high school maintained by county tax, or it may establish a county high school fund and apportion the money to the various district high schools. The former plan suits the sparsely settled counties; the latter is better for the more thickly populated counties. Six counties have the central county high school. Eight counties have adopted a county high school fund law. We have also a union high school law, which permits a number of districts to unite for high school purposes, and in the county where the county high school fund law is in operation these union districts are proving very satisfactory. These two laws give the people in the rural districts the opportunity to have a high school within the reach of all the pupils.

That the people of Oregon believe in high schools is shown not only by the rapid increase in number, but also by the fact that more than seventy per cent of the boys and girls completing the eighth grade go on to high school. This is probably a larger percentage than any other state in the Union can show.

Nearly every district of the first-class in Oregon has a good, modern high school building. Pictures of a number of these buildings are shown in this report. Special attention has been paid to the lighting, heating, ventilating, and other sanitary conditions of the building.

All phases of industrial work are being taught in the Oregon high schools, and we are particularly fortunate in securing the consent of the State University to give credit for all such work. In other words our high schools give a well rounded and fairly complete education. For those who are able to go on to secure a higher education, the University does not insist upon an iron clad set of college requirements, but takes the pupils and gives them credit for all the work done in high school.

Teachers training courses are proving very popular. Many of our four-year high schools are employing a normal trained teacher to take charge of these high school students who expect to teach. The students are given a good course in the practical side of teaching, methods, use of school blanks, school laws of Oregon, history of education, and one good work on pedagogy. Upon the completion of this course, the students receive a one-year limited State certificate, without examination.

The best part of this course is that it gives the prospective teacher a desire to secure a thorough professional training. Those who expect to take up high school work, go to the State University, or some other college offering a course in education. Those who wish to do special work go to the Oregon Agricultural College, while those who expect to fit themselves for grammar grade teachers, principals, or superintendents go to the State Normal School. The new certificate law is doing much to raise the standard of teachers. Many trained teachers from other states are coming to Oregon, because the graduate of a standard normal school, or of a university, having a department of education, may receive without examination a certificate to teach in this State. This tends to make those in Oregon who wish to teach first prepare themselves by a good professional course.

On the whole the public schools of the State are progressing, modern sanitary buildings are being constructed in all of our cities and towns, industrial work is being taught in most of our

high schools and is rapidly being introduced into the grades. The State may be proud of its University and its Normal School and its Agricultural College. However, if our State is to continue to prosper and its resources are ever going to be developed fully, all must unite to make the rural schools a place where parents will feel satisfied to send their children. The rural population will not increase until the rural school does reach this position.

REPORT

The report is designed to embrace the following outline indicated in section 5 of the school laws:

1. The general condition of the public schools of the State.
2. Amount of school money apportioned among the several counties, and the sources whence such moneys are raised.
3. Amounts raised by county and district taxes, and the amounts paid for teachers' salaries, buildings, furniture, etc.
4. The series of text-books authorized by the school law.
5. Rules and regulations prescribed by the State Board of Education for the government of the public schools.
6. Number and grade of schools in each county.
7. Number of persons between the ages of four and twenty years; number attending public schools; number attending private schools; number not attending any school.
8. Statistics concerning chartered educational institutions and institutions under the patronage of the State.
9. General educational information.

Sig. 1

STATISTICAL TABLE

Comparative statistics showing the educational progress of the State from 1873 to 1912, since the organization of the department.

	1873	1878	1883	1888	1893
Number of districts	642	904	1,131	1,518	1,915
Average number of days of school per year	90	93	86	101,8	107
Average salary of male teachers per month	47 54	45 25	45 15	46 20	51 11
Average salary of female teachers per month	43 70	34 30	33 47	36 97	41 74
Average salary of paid teachers per annum	154,944 00	194,571 00	259,370 82	424,936 50	731,869 48
Whole amount paid teachers per annum	71,152 00	73,456 00	134,356 20	179,785 22	429,664 21
Amount received from district tax	80,437 00	125,704 00	177,181 47	322,243 55	576,147 58
Amount received from county tax	32,420 00	33,237 00	50,984 74	93,448 86	175,504 68
Amount received from state fund	184,010 00	258,785 00	538,798 51	801,638 95	1,449,614 86
Total amount of school funds	322,440 00	433,058 00	823,409 82	1,295,217 55	2,649,081 85
Total value of school property					

STATISTICAL TABLE—Continued.

Comparative statistics showing the educational progress of the State from 1873 to 1912, since the organization of the department.

	1898	1903	1908	1911	1912
Number of districts	2,014	2,143	2,222	2,265	2,350
Average number of days of school per year	111	116	127	141	143½
Average salary of male teachers per month	42 02	51 30	65 64	77 58	82 11
Average salary of female teachers per month	33 75	40 02	50 16	57 53	59 96
Average salary of paid teachers per annum	795,052 29	1,719,044 56	2,659,726 94	2,985,617 96	
Whole amount received from district tax	224,615 48	572,890 72	1,262,551 38	3,225,643 09	3,604,396 15
Amount received from county tax	660,863 11	756,362 99	1,214,372 17	1,351,947 74	1,567,296 26
Amount received from state fund	133,562 04	214,029 77	218,488 09	337,122 19	354,365 73
Total amount of school funds	1,276,775 29	3,157,926 60	3,848,572 47	7,966,931 99	8,643,700 89
Total value of school property	3,374,235 35	3,894,083 00	7,041,146 00	10,884,334 20	12,389,307 52

Comparative statistics showing the whole number of persons over four and under twenty years of age from 1873 to 1912.

County	1873	1878	1883	1888	1893	1898	1903	1908	1911	1912
Baker	534	995	1,591	1,765	2,309	3,527	5,345	5,211	5,437	5,546
Benton	2,014	2,328	2,910	2,184	3,733	2,481	2,670	2,754	2,232	3,516
Clackamas	2,389	3,346	4,095	4,926	7,240	7,742	7,777	8,798	10,073	10,889
Clatsop	398	844	1,115	1,945	2,586	3,870	4,267	4,122	4,472	4,516
Columbia	312	626	9-6	1,168	1,955	2,153	2,610	2,905	3,283	3,410
Coos	786	1,789	2,019	2,602	3,420	3,829	4,070	5,085	5,678	5,879
Crook	160	426	718	1,304	1,063	1,304	1,397	2,080	2,424	3,018
Curry	2,654	3,529	4,199	4,060	5,027	5,745	5,370	6,26	7,01	7,01
Douglas				1,400	1,727	1,956	1,221	1,112	6,101	6,446
Gilliam									1,092	1,018
Grant	401	863	1,076	2,240	1,557	1,371	1,868	1,805	1,798	1,885
Harney					812	913	1,020	963	1,188	1,189
Hood River								963	2,059	2,123
Jackson	2,372	2,995	3,296	3,717	4,582	4,979	5,158	5,904	6,919	7,381
Josephine	393	708	874	1,247	1,941	2,461	2,773	3,038	3,164	3,140
Klamath				345	792	964	1,114	1,168	1,752	2,390
Lake				400	709	698	876	959	1,012	1,308
Lane	2,133	3,837	3,800	4,319	6,610	6,928	8,295	9,157	10,818	11,249
Lincoln					1,192	1,423	1,423	1,140	1,346	1,914
Linn	4,376	5,430	5,673	5,613	7,792	7,209	7,209	7,763	8,153	8,153
Malheur									6,568	7,763
Marion	4,497	5,567	5,933	6,755	788	893	1,179	1,745	2,170	2,545
Morrow	3,768	5,595	9,430	1,760	9,181	9,924	9,873	10,638	12,204	13,129
Multnomah	2,200	2,580	2,745	12,375	1,521	1,502	1,721	1,661	1,381	1,347
Polk				2,550	2,557	3,897	23,604	28,159	36,587	43,276
Sherman								3,408	4,459	4,891
Tillamook	258	309	453	743	840	1,161	1,303	1,059	1,000	956
Umatilla	1,492	2,457	4,536	4,465	5,163	1,695	1,737	1,593	1,811	2,021
Union	1,251	1,292	3,311	3,335	4,512	5,678	6,393	6,231	6,245	6,784
Wallowa								5,492	5,515	5,443
Wasco	1,121	1,915	2,993	3,407	3,086	4,089	5,006	5,309	5,309	2,956
Washington	1,942	2,670	3,011	3,828	5,816	6,131	5,842	6,588	7,112	7,641
Wheeler							980	888	864	897
Yamhill	2,189	2,847	3,075	3,475	4,800	4,789	4,880	5,634	6,290	6,698
Totals	38,670	53,462	69,076	86,574	120,645	130,750	143,777	160,042	180,798	189,425

Note.—Lake County was organized in 1874, Crook and Klamath in 1882, Gilliam and Morrow in 1885, Malheur and Wallowa in 1887, Harney and Sherman in 1889, Lincoln in 1893, Wheeler in 1898, and Hood River in 1908.

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

Enrollment.

STATISTICAL TABLE—Continued.
Comparative statistics showing the number of pupils enrolled from 1874 to 1912.

County	1874	1879	1884	1889	1894	1899	1904	1909	1911	1912
Baker	376	448	661	1,100	1,608	2,425	3,707	3,710	3,751	3,518
Benton	1,187	1,410	1,156	2,362	2,150	1,112	2,412	2,047	2,412	2,509
Clackamas	1,383	2,598	2,809	3,796	3,915	5,017	5,716	6,105	6,592	6,592
Clatsop	208	531	738	1,068	1,643	2,141	5,429	2,533	2,539	2,636
Columbia	94	397	510	776	1,337	1,608	2,807	2,062	2,219	2,249
Coos	344	850	1,247	1,835	2,309	2,590	2,873	3,873	4,104	4,231
Crook	94	175	707	646	693	730	867	2,478	1,664	1,658
Curry	1,611	1,910	2,337	2,892	3,599	4,036	4,27	4,447	4,479	4,428
Douglas				1,300	1,074	918	774	3,977	3,961	4,104
Gilliam						1,113	1,113	1,059	1,239	1,395
Grant						543	543	536	615	645
Harney						691	691	536	1,471	1,480
Hood River								1,482	1,482	1,480
Jackson	1,294	1,803	1,975	2,571	3,453	3,423	3,413	4,696	5,161	5,239
Josephine	242	324	345	1,003	1,440	1,525	2,022	2,153	2,278	2,153
Klamath						624	758	728	1,245	1,625
Lake						518	633	661	1,188	708
Lane						490	518	6,052	6,772	7,940
Lincoln						3,147	5,376	5,846	1,104	1,250
Linn	1,000	2,271	2,601	3,147	5,052	5,800	723	1,723	1,413	5,542
Malheur		2,391			5,214	4,106	4,752	4,962	5,477	5,542
Marion						511	761	1,102	1,534	1,874
Morrow						978	6,198	5,804	6,942	7,551
Mutnomah						6,040	1,043	1,225	1,136	1,927
Polk						7,654	12,337	13,641	26,625	8,292
Sherman						1,781	2,658	2,768	2,449	31,292
Tillamook	86	119	238	3,507	3,740	5,29	4,70	874	763	712
Umatilla	786	1,171	2,738	529	3,994	5,800	6,198	6,198	1,151	1,247
Union	860	897	2,013	4,645	978	1,043	1,106	1,225	1,136	1,014
Wallowa					3,994	5,800	6,198	6,942	7,551	8,292
Wasco	594	1,093	1,673	6,040	7,654	12,337	13,641	18,543	26,625	33,488
Washington	806	1,602	1,904	1,699	1,781	2,658	2,768	2,449	2,975	3,178
Wheeler	1,459	2,323								676
Yamhill										
Totals	20,680	32,718	43,157	56,696	77,941	85,364	96,242	114,464	124,439	130,268

Average Daily Attendance

STATISTICAL TABLE—Continued.
Comparative statement showing average daily attendance from 1877 to 1912.

County	1877	1882	1887	1892	1897	1902	1907	1911	1912
Baker	263	660	752	1,178	1,490	2,446	2,481	2,613	2,629
Benton	1,000	1,480	1,097	1,598	1,224	1,199	1,257	2,051	2,248.8
Clackamas	875	1,855	2,080	3,113	3,717	4,920	3,892	5,148.2	5,454.3
Clatsop	227	457	747	1,215	1,602	1,769	1,990	2,395.1	2,596
Columbia		286	518	885	1,140	1,148	1,312	1,725	1,763
Coos	510	776	1,193	1,616	1,753	1,856	2,475	3,695	4,154
Crook	172	180	376	713	625	502	681	1,152	1,681.6
Curry	906	1,856	1,951	2,205	2,81	364	390	395	345
Douglas			625	2,229	2,731	2,566	3,191	3,650	3,644
Fillmore			737	864	608	724	635.2	635.2	624.7
Grant	260	367	503	646	607	869	928	1,143.6	1,280.5
Hancock				329	470	493	496	571.4	639
Hood River								1,233	1,240
Jackson	1,056	1,247	1,533	1,905	2,449	2,000	3,331	4,439.9	4,775
Josephine	383	649	828	1,031	1,229	1,447	1,719	1,791.6	
Klamath			194	380	605	433	786	1,168	1,360
Lake	156	248	274	453	338	400	457	897	619
Lane		1,700	2,160	3,706	3,707	3,931	4,563	4,709	7,241
Lincoln					634	556	645	977.3	1,104.8
Linn	1,850	2,246	2,568	3,093	3,476	3,482	4,130	4,791	4,720
Malheur				296	594	748	1,105	1,541	1,654
Marion			3,375	3,887	4,798	3,967	4,507	6,423	6,209
Morrow			5,778	787	750	794	841	870	891
Multnomah		3,307	5,316	8,743	10,360	13,345	16,799	21,148.8	28,175.7
Polk	2,018	1,214	1,320	1,613	2,038	1,754	1,870	2,683	2,851.3
Sherman					476	620	568	526.4	548.8
Umatilla	71			687	863	851	747	993	1,035
Union	960	2,316	1,673	2,155	2,718	2,614	2,737	3,638	4,214.2
Wallowa		757	1,887	2,117	2,231	2,397	2,681	2,792	3,317
Wasco			502	793	745	1,229	926	1,613	1,525
Washington	712	991	1,514	1,214	1,779	2,131	2,650	1,907.7	2,378.7
Wheeler	1,307	1,228	1,562	3,906	2,968	2,610	2,799	3,623	4,425
Yamhill	1,103	1,432	1,725	2,153	2,595	2,359	2,928	3,350	4,328.1
Total	14,389	27,317	37,406	52,724	72,345	66,779	76,951	99,867.2	112,057.0

See Note Page 3.

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATISTICAL TABLE--Continued.

CENSUS 1911-1912.

I. Number of persons between four and twenty years of age residing in the county at time of this report

County	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	71,891	88,707	160,798	96,485	92,940	189,425
Baker	2,797	2,640	5,437	2,828	2,718	5,546
Benton	1,614	1,618	3,232	1,788	1,758	3,546
Clackamas	5,187	4,886	10,073	5,580	5,309	10,889
Columbia	1,372	1,200	4,472	1,368	1,248	4,516
Cook	1,690	1,584	3,274	1,792	1,618	3,410
Crook	2,916	2,775	5,691	3,037	2,842	5,879
Curry	1,250	1,174	2,424	1,349	1,269	3,018
Douglas	371	360	731	375	366	701
Garfield	2,917	2,127	6,144	3,164	3,282	6,446
Gilliam	566	526	1,092	555	513	1,048
Grant	598	907	1,795	639	945	1,585
Harney	574	614	1,188	668	556	1,159
Hood River	1,042	1,017	2,059	1,064	1,059	2,123
Jackson	6,542	3,577	10,119	3,781	3,620	7,381
Josephine	1,646	1,518	3,164	1,668	1,472	3,140
Klamath	1,196	1,071	2,167	1,217	1,173	2,390
Lake	625	673	1,298	642	601	1,243
Lane	5,699	5,115	10,814	5,755	5,494	11,249
Lincoln	923	863	1,786	1,049	865	1,914
Linn	3,883	3,880	7,763	4,161	3,992	8,153
Malheur	1,365	1,216	2,581	1,397	1,283	2,680
Marion	6,141	6,063	12,204	6,668	6,476	13,129
Morrow	757	624	1,381	691	655	1,347
Multnomah	21,562	21,714	43,276	22,143	22,380	44,523
Polk	2,540	2,119	4,659	2,585	2,306	4,891
Sherman	464	506	1,000	487	469	956
Tillamook	951	907	1,841	1,034	987	2,021
Umatilla	3,228	3,017	6,245	3,472	3,312	6,784
Union	2,870	2,645	5,515	2,744	2,699	5,443
Wallowa	1,685	1,166	2,851	1,650	1,306	2,956
Wasco	1,913	1,523	3,736	2,012	1,878	3,890
Washington	3,752	3,360	7,112	3,940	3,704	7,644
Wheeler	430	434	864	444	453	897
Yamhill	2,945	3,315	6,260	3,528	3,170	6,698

STATISTICAL TABLE—Continued.

CENSUS 1911-1912.

2. Primary enrollment

County	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	63,440	60,978	124,418	66,424	62,774	129,198
Baker	1,954	1,737	3,691	1,783	1,725	3,518
Benton	1,214	1,198	2,412	1,242	1,215	2,514
Clackamas	3,183	2,922	6,105	3,255	2,987	6,242
Clatsop	1,202	1,201	2,403	1,241	1,245	2,586
Columbia	1,172	1,042	2,214	1,153	1,066	2,219
Coos	2,106	1,998	4,104	2,171	2,050	4,221
Crook	825	829	1,654	826	829	1,658
Curry	525	522	1,047	524	525	1,050
Douglas	2,140	1,964	4,104	2,215	2,112	4,328
Gilliam	365	352	665	341	352	694
Grant	607	622	1,229	682	713	1,395
Harney	190	215	405	310	325	645
Hood River	745	739	1,484	729	751	1,480
Jackson	2,525	2,566	5,091	2,676	2,625	5,301
Josephine	1,187	1,091	2,278	1,113	1,040	2,153
Klamath	773	781	1,554	807	816	1,625
Lake	386	374	760	386	379	768
Lane	3,903	3,754	7,657	4,014	3,926	7,940
Lincoln	132	681	1,413	132	668	1,251
Linn	2,796	2,681	5,477	2,889	2,625	5,522
Malheur	991	883	1,874	964	929	1,927
Marion	3,897	3,724	7,621	4,232	4,058	8,292
Morrow	570	485	1,055	540	474	1,014
Multnomah	15,673	15,619	31,291	16,587	16,551	33,438
Polk	1,542	1,415	2,957	1,661	1,511	3,173
Sherman	358	354	712	342	334	676
Tillamook	610	541	1,151	650	589	1,247
Umatilla	2,154	2,167	4,321	2,284	2,229	4,616
Union	1,961	1,905	3,866	1,970	1,922	3,922
Wallowa	1,120	840	1,960	1,164	967	2,131
Wasco	1,247	1,157	2,404	1,357	1,281	2,601
Washington	2,250	2,202	4,452	2,501	2,354	4,855
Wheeler	194	201	395	312	348	650
Yamhill	2,154	2,131	4,285	2,400	2,324	4,724

STATISTICAL TABLE—Continued

ENROLLMENT 1911-1912

County	3. Secondary enrollment					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	4,504	4,426	8,930	4,763	4,489	9,252
Baker	125	111	236	115	121	236
Benton	74	65	139	98	113	211
Clackamas	248	263	511	256	228	484
Olatsoop	82	76	158	62	74	136
Columbia	92	98	190	112	81	193
Coos	268	296	564	452	432	884
Crook	67	89	156	123	124	247
Curry	168	171	339	189	190	379
Douglas	22	18	40	26	18	44
Gilliam						
Grant	119	136	255	109	128	237
Harney	55	60	115	30	35	65
Hood River	69	67	136	63	51	114
Jackson	270	214	484	256	247	503
Josephine	253	251	504	258	258	516
Klamath	111	130	241	62	47	109
Lake	49	50	99	20	26	46
Lane	313	297	610	387	315	702
Lincoln	83	62	145	92	117	209
Linn	80	69	149	226	164	390
Malheur	49	46	95	70	85	155
Marion	302	272	574	297	262	559
Morrow	32	37	69	41	30	71
Multnomah	452	512	964	185	162	347
Polk	134	138	272	147	149	296
Sherman	43	36	79	33	35	68
Tillamook	70	70	140	74	77	151
Umatilla	176	171	347	197	207	404
Union	105	80	185	192	121	313
Wallowa	120	85	205	79	100	179
Wasco	119	124	243	127	98	225
Washington	225	187	412	227	231	458
Wheeler	11	13	24	15	21	36
Yamhill	118	132	250	143	142	285

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (a) Over 4 and under 6					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	784	793	1,577	757	787	1,544
Baker -----	19	17	36	26	22	48
Benton -----	11	11	22	7	9	16
Clackamas -----	32	48	80	42	48	90
Clatsop -----	2	1	3	16	14	30
Columbia -----	7	16	23	16	14	30
Coos -----	27	16	43	40	62	102
Crook -----	16	20	36	19	20	39
Curry -----				4	6	10
Douglas -----	50	75	125	61	91	152
Gilliam -----	5	4	9	9	5	14
Grant -----	46	33	79	47	39	86
Harney -----	23	18	41	25	20	45
Hood River -----	5	6	11	6	7	13
Jackson -----	24	35	59	22	17	39
Josephine -----	13	13	26	18	11	29
Klamath -----	16	24	40	21	24	45
Lake -----	13	12	25	7	9	16
Lane -----	79	58	137	83	68	151
Lincoln -----	27	36	63	19	14	33
Linn -----	37	34	71	37	40	77
Malheur -----	9	10	19	14	13	27
Marion -----	39	26	65	36	38	74
Morrow -----	14	8	22	9	12	21
Multnomah -----	16	15	31	20	12	32
Polk -----	40	38	78	23	17	40
Sherman -----	9	3	12	12	10	22
Tillamook -----	20	21	41	12	13	25
Umatilla -----	45	32	77	22	26	48
Union -----	12	13	25	17	22	39
Wallowa -----						
Wasco -----	14	16	30	10	15	35
Washington -----	25	36	61	22	32	54
Wheeler -----	3	10	13	7	6	13
Yamhill -----	86	88	174	28	21	49

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (b) Over 6 and under 9.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	18,078	16,878	34,956	19,151	17,874	37,025
Baker -----	512	454	966	422	355	777
Benton -----	304	310	614	325	283	608
Clackamas -----	887	882	1,769	917	905	1,822
Clatsop -----	389	369	758	437	363	800
Columbia -----	348	311	659	341	308	649
Coos -----	590	567	1,157	619	583	1,202
Crook -----	230	234	464	279	281	560
Curry -----	35	45	80	37	29	66
Douglas -----	658	461	1,119	697	480	1,177
Gilliam -----	99	89	188	83	88	171
Grant -----	181	202	383	183	216	399
Harney -----	91	95	186	99	97	196
Hood River -----	204	202	406	215	205	420
Jackson -----	718	713	1,431	729	705	1,434
Josephine -----	301	259	560	291	249	540
Klamath -----	198	215	413	222	248	470
Lake -----	105	101	206	106	94	200
Lane -----	1,032	922	1,954	1,145	1,054	2,199
Lincoln -----	185	167	352	168	122	290
Linn -----	730	696	1,426	753	694	1,447
Malheur -----	289	255	544	278	280	558
Marion -----	1,042	1,009	2,051	1,147	1,110	2,257
Morrow -----	136	146	282	133	142	275
Multnomah -----	5,139	4,665	9,804	5,638	5,253	10,891
Polk -----	398	353	751	395	387	782
Sherman -----	93	104	197	92	88	180
Tillamook -----	145	130	275	159	148	307
Umatilla -----	597	609	1,206	632	598	1,230
Union -----	531	514	1,045	570	550	1,120
Wallowa -----	312	225	537	412	238	650
Wasco -----	342	323	665	370	358	728
Washington -----	653	638	1,291	602	707	1,309
Wheeler -----	71	68	139	57	73	130
Yamhill -----	533	545	1,078	598	583	1,181

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912.

County	4. Primary enrollment (c) Over 9 and under 12— <i>Continued.</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	17,644	17,186	34,830	18,466	17,698	36,164
Baker	526	480	1,006	509	479	988
Benton	331	303	634	349	331	680
Clackamas	881	880	1,761	900	961	1,861
Clatsop	350	344	694	366	375	741
Columbia	340	286	626	344	243	587
Coos	588	537	1,125	619	549	1,168
Crook	238	230	468	152	138	290
Curry	58	40	98	73	62	135
Douglas	437	568	1,005	430	571	1,001
Gilliam	83	90	173	90	84	174
Grant	174	226	400	196	240	426
Harney	59	84	143	59	84	143
Hood River	208	187	395	213	176	389
Jackson	680	677	1,357	721	687	1,408
Josephine	329	285	614	302	261	563
Klamath	191	209	400	219	213	432
Lake	118	108	226	111	83	194
Lane	993	985	1,978	1,100	1,000	2,100
Lincoln	211	194	405	165	172	337
Linn	709	674	1,383	773	710	1,483
Malheur	270	237	507	277	274	551
Marion	1,023	1,003	2,026	1,150	1,130	2,280
Morrow	147	126	273	145	122	267
Multnomah	5,038	4,911	9,949	5,321	5,023	10,344
Polk	420	392	812	455	410	865
Sherman	86	83	169	75	79	154
Tillamook	153	142	295	161	162	323
Umatilla	598	580	1,178	630	683	1,313
Union	517	516	1,033	498	468	966
Wallowa	285	227	512	270	250	520
Wasco	332	317	649	377	315	692
Washington	653	597	1,250	682	655	1,337
Wheeler	47	73	120	118	81	199
Yamhill	571	595	1,166	616	627	1,243

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (d) Over 12 and under 14— <i>Continued</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	12,024	11,955	23,979	12,210	12,254	24,464
Baker	446	417	863	377	354	731
Benton	221	219	440	250	217	467
Clackamas	629	545	1,174	686	622	1,308
Clatsop	216	244	460	220	228	448
Columbia	214	192	406	207	206	413
Coos	357	377	734	375	356	731
Crook	151	184	335	180	195	375
Curry	72	63	135	75	64	139
Douglas	480	425	905	431	452	883
Gilliam	73	56	129	84	81	165
Grant	100	99	199	124	121	245
Harney	60	75	135	60	75	135
Hood River	134	142	276	114	139	253
Jackson	480	437	917	448	437	885
Josephine	234	200	434	202	189	391
Klamath	141	128	269	142	132	274
Lake	64	66	130	50	54	104
Lane	680	725	1,405	456	630	1,086
Lincoln	162	121	283	144	110	254
Linn	509	465	974	511	478	989
Malheur	159	168	327	153	172	325
Marion	720	676	1,396	743	680	1,423
Morrow	93	73	166	88	60	148
Mullnomah	3,020	3,490	6,510	3,271	3,666	6,937
Polk	277	259	536	325	278	603
Sherman	58	57	115	61	61	122
Tillamook	110	98	208	148	118	266
Umatilla	419	376	795	429	363	792
Union	334	342	676	357	352	709
Wallowa	280	192	472	225	207	432
Wasco	207	196	403	207	221	428
Washington	461	404	865	568	424	992
Wheeler	60	49	109	54	90	144
Yamhill	403	395	798	445	422	867

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (e) Over 14 and under 20— <i>Continued</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	14,910	14,166	29,076	15,897	15,176	31,073
Baker	451	429	880	449	525	974
Benton	347	355	702	363	375	738
Clackamas	754	567	1,321	810	701	1,511
Clatsop	292	332	624	302	315	617
Columbia	263	242	505	275	295	570
Coos	544	501	1,045	518	510	1,028
Crook	190	171	361	206	188	394
Curry	60	74	134	68	61	129
Douglas	515	435	950	697	518	1,215
Gilliam	103	93	169	75	78	153
Grant	106	72	178	132	97	229
Harney	57	53	110	60	66	126
Hood River	192	202	394	191	224	415
Jackson	693	704	1,397	756	717	1,473
Josephine	310	334	644	300	330	630
Klamath	227	205	432	205	199	404
Lake	86	92	178	102	92	194
Lane	1,119	1,069	2,188	1,230	1,174	2,404
Lincoln	147	163	310	186	150	336
Linn	811	812	1,623	816	730	1,546
Malheur	264	213	477	272	194	466
Marion	1,003	1,010	2,013	1,158	1,100	2,258
Morrow	180	132	312	165	138	303
Multnomah	2,459	2,538	4,997	2,587	2,697	5,284
Polk	414	384	798	469	421	890
Sherman	112	107	219	102	96	198
Tillamook	182	150	332	185	141	326
Umatilla	635	570	1,205	621	612	1,233
Union	567	520	1,087	528	540	1,068
Wallowa	243	196	439	257	272	529
Wasco	352	305	657	396	312	708
Washington	558	527	1,085	627	539	1,166
Wheeler	113	101	214	76	98	174
Yamhill	561	508	1,069	713	671	1,384

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912

County	Primary enrollment— <i>Continued.</i> 5. Total (sum of items a, b, c, d and e)					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	63,440	60,978	124,418	66,480	63,788	130,268
Baker	1,954	1,791	3,751	1,783	1,735	3,518
Benton	1,214	1,198	2,412	1,294	1,215	2,509
Clackamas	3,183	2,922	6,105	3,355	3,237	6,592
Clatsop	1,249	1,290	2,539	1,341	1,295	2,636
Columbia	1,172	1,047	2,219	1,183	1,066	2,249
Coos	2,106	1,998	4,104	2,171	2,060	4,231
Crook	825	839	1,664	836	822	1,658
Curry	225	222	447	257	222	479
Douglas	2,140	1,964	4,104	2,316	2,112	4,428
Gilliam	363	332	695	341	336	677
Grant	607	632	1,239	682	713	1,395
Harney	290	325	615	303	342	645
Hood River	743	739	1,482	739	751	1,490
Jackson	2,595	2,566	5,161	2,676	2,563	5,239
Josephine	1,187	1,091	2,278	1,113	1,040	2,153
Klamath	773	781	1,554	809	816	1,625
Lake	386	379	765	376	332	708
Lane	3,903	3,759	7,662	4,014	3,926	7,940
Lincoln	732	681	1,413	682	568	1,250
Linn	2,796	2,681	5,477	2,889	2,653	5,542
Malheur	991	883	1,874	994	933	1,927
Marion	3,827	3,724	7,551	4,234	4,058	8,292
Morrow	570	485	1,055	540	474	1,014
Multnomah	15,672	15,619	31,291	16,837	16,651	33,488
Polk	1,549	1,426	2,975	1,667	1,511	3,178
Sherman	358	354	712	342	334	676
Tillamook	610	541	1,151	665	582	1,247
Umatilla	2,294	2,167	4,461	2,334	2,282	4,616
Union	1,961	1,905	3,866	1,970	1,932	3,902
Wallowa	1,120	840	1,960	1,164	967	2,131
Wasco	1,247	1,157	2,404	1,360	1,231	2,591
Washington	2,350	2,202	4,552	2,501	2,357	4,858
Wheeler	294	301	595	312	348	660
Yamhill	2,154	2,131	4,285	2,400	2,324	4,724

STATISTICAL TABLE—*Continued.*

TEACHERS 1911-1912

County	6. Number of teachers employed during year.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	956	4,013	4,969	999	4,190	5,189
Baker	21	117	138	25	103	128
Benton	24	89	113	31	84	115
Clackamas	46	187	233	46	180	226
Clatsop	13	79	92	12	87	99
Columbia	18	74	92	17	79	96
Coos	25	100	125	32	104	136
Crook	27	89	116	24	73	97
Curry	71	26	37	13	20	33
Douglas	59	149	208	38	164	202
Gilliam	11	37	48	9	39	48
Grant	13	44	57	14	46	60
Harney	7	36	43	7	41	48
Hood River	9	51	60	12	51	63
Jackson	34	177	211	41	190	231
Josephine	16	88	104	17	93	110
Klamath	21	51	72	20	66	86
Lake	11	41	52	12	32	44
Lane	73	295	368	87	309	396
Lincoln	23	65	88	20	57	77
Linn	67	177	244	76	171	247
Malheur	15	59	74	15	71	86
Marion	46	226	272	47	228	275
Morrow	19	57	76	11	64	75
Multnomah	108	769	877	109	850	959
Polk	25	112	137	32	123	155
Sherman	7	43	50	10	36	46
Tillamook	14	55	69	15	64	79
Umatilla	44	165	209	47	178	225
Union	30	98	128	32	96	128
Wallowa	25	66	91	24	77	101
Wasco	11	96	107	15	95	110
Washington	30	130	160	39	140	179
Wheeler	13	25	38	6	28	34
Yamhill	40	140	180	44	151	195

STATISTICAL TABLE—Continued

PUPILS 1911-1912

County	18. Number of eighth grade diplomas issued during year					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	1,923	2,561	4,484	2,470	2,851	5,321
Baker	42	51	93	35	56	91
Benton	40	65	105	58	50	108
Clackamas	81	147	228	98	147	245
Clatsop	14	25	39	21	36	57
Columbia	39	51	90	41	42	83
Coos	51	75	126	58	55	108
Crook				18	22	40
Curry	4	6	10	6	7	13
Douglas	45	87	132	69	95	164
Gilliam	9	13	22	10	26	36
Grant	10	19	29	24	31	55
Harney	8	13	21	11	8	19
Hood River	31	45	76	36	43	79
Jackson	74	99	173	140	120	260
Josephine	16	47	63	50	62	112
Klamath	32	22	54	27	22	49
Lake	12	15	27	12	21	33
Lane	195	189	384	174	227	401
Lincoln	16	26	42	21	30	51
Linn	78	184	262	139	134	273
Malheur	21	17	38	33	21	54
Marion	65	143	208	79	112	191
Morrow	15	14	29	22	22	44
Multnomah	584	688	1,272	719	791	1,510
Polk	86	90	176	65	85	150
Sherman	11	9	20	18	27	45
Tillamook				28	22	50
Umatilla	50	64	114	70	75	145
Union	83	100	183	66	82	148
Wallowa	22	37	59	34	51	85
Wasco	19	21	40	19	27	46
Washington	93	108	201	120	139	259
Wheeler	7	16	23	9	11	20
Yamhill	70	75	145	141	156	297

STATISTICAL TABLE—*Continued*

MISCELLANEOUS 1911-1912

County	19. Average number of days taught during year		20. Average daily attendance		21. Per cent of attendance	
	1911	1912	1911	1912	1911	1912
Total average -----	141	143½	99867.2	112057	93.4	91.4
Baker -----	143	148	2613	2629	93	91.5
Benton -----	139.2	135.2	2051	2248.8	93.9	94.7
Clackamas -----	149.3	160	5148.2	5454.3	92.5	94.5
Clatsop -----	152	148	2395.1	2596	96	97
Columbia -----	147	164	1725	1763	92.7	93.4
Coos -----	127.5	130	3695	4154	94	95
Crook -----	170	124.7	1152	1681.6	90	87.8
Curry -----	120	120	395	345	95	-----
Douglas -----	132	125	3650	3644	97	95
Gilliam -----	131	131	635.2	624.7	94.8	95.6
Grant -----	145	140	1143.6	1280.5	94.8	94.7
Harney -----	140	140	571.4	639	91.8	90
Hood River -----	150	163	1233	1240	94.2	98.4
Jackson -----	141.9	140.4	4439.9	4775	93.7	95
Josephine -----	144.5	143.6	1719	1791.6	92.8	94.5
Klamath -----	143	143	1168	1360	94.2	95
Lake -----	142	143	897	619	94	92
Lane -----	134	127	4709	7241	92	94.5
Lincoln -----	118.5	119.7	977.3	1104.8	92.5	93.1
Linn -----	137	140	4791	4702	93	93.7
Malheur -----	132	130	1541	1654	94.5	93
Marion -----	143	144	6423	6209	93	94.4
Morrow -----	130	133	870	891	93.2	94.5
Multnomah -----	188	174.9	24148.8	28175.7	95.3	95.9
Polk -----	137	144.1	2683.4	2851.3	93.1	95.9
Sherman -----	149.1	155.8	526.4	548.8	92.7	95
Tillamook -----	141	148.8	993	1035	92.6	95.8
Umatilla -----	152	141	3638	4214.2	94.7	95.2
Union -----	143	144	2792	3317	93	93.7
Wallowa -----	128	130	1613	1525	92	92
Wasco -----	140.9	136.8	1969.7	2378.7	93.2	94.7
Washington -----	147	145	3623	4425	91	92
Wheeler -----	130	133	586.3	610.9	95.7	95.6
Yamhill -----	136	139	3350.9	4328.1	90	95.3

Sig. 2

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	22. Whole number of original districts		23. Number of school districts reporting	
	1911	1912	1911	1912
	2,265	2,350	2,237	2,293
Totals				
Baker	66	68	66	68
Benton	56	56	52	52
Clackamas	122	128	121	127
Clatsop	33	37	33	37
Columbia	53	53	52	52
Coos	83	84	83	84
Crook	73	86	72	86
Curry	27	28	27	27
Douglas	135	133	135	129
Gilliam	35	40	34	40
Grant	47	47	47	46
Harney	40	45	40	40
Hood River	16	16	16	16
Jackson	95	98	95	98
Josephine	50	52	50	51
Klamath	39	39	36	38
Lake	27	20	25	19
Lane	183	179	174	173
Lincoln	62	66	61	65
Linn	126	126	124	124
Malheur	44	50	42	49
Marion	120	120	119	120
Morrow	45	47	45	47
Multnomah	55	55	55	54
Polk	69	70	69	70
Sherman	30	30	30	30
Tillamook	47	57	46	50
Umatilla	95	97	89	92
Union	59	60	59	60
Wallowa	73	77	62	64
Wasco	62	65	62	65
Waseington	102	106	102	106
Wheeler	28	26	25	25
Yamhill	89	98	98	89

STATISTICAL TABLE—Continued.

MISCELLANEOUS, 1911-1912

County	24. Number of school houses in the county.		25. Number of school houses built during the year		26. Number school rooms in operation during the past school year.	
	1911	1912	1911	1912	1911	1912
	2,431	2,479	116	152	4,445	4,690
Totals -----						
Baker -----	71	72	1	2	122	126
Benton -----	58	59	1	8	91	99
Clackamas -----	125	131	4	4	207	224
Clatsop -----	42	43	5	3	90	93
Columbia -----	57	55	1	6	85	81
Coos -----	86	86	2	1	136	156
Crook -----	72	76	6	6	97	111
Curry -----	27	27	0	2	29	29
Douglas -----	139	138	5	7	180	192
Gilliam -----	35	38	1	3	47	48
Grant -----	47	47	1	2	62	62
Harney -----	39	41	0	2	46	48
Hood River -----	21	21	1	1	55	58
Jackson -----	103	101	10	4	193	227
Josephine -----	55	56	2	6	84	82
Klamath -----	37	48	7	6	64	79
Lake -----	34	26	8	1	41	36
Lane -----	182	185	9	11	310	290
Lincoln -----	67	72	7	5	75	76
Linn -----	133	138	7	3	216	226
Malheur -----	43	45	0	8	68	77
Marion -----	127	140	6	10	236	212
Morrow -----	47	47	0	2	64	64
Multnomah -----	108	111	5	5	791	859
Polk -----	76	76	9	9	120	134
Sherman -----	30	30	1	1	40	40
Tillamook -----	48	52	1	4	60	72
Umatilla -----	104	107	4	7	180	195
Union -----	63	66	1	3	128	128
Wallowa -----	65	68	2	3	84	91
Wasco -----	67	69	1	4	96	104
Washington -----	101	101	1	7	150	167
Wheeler -----	27	27	1	0	33	33
Yamhill -----	95	85	6	6	165	171

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	27. Number of legal voters for school purposes in county at time of making this report.		28. Number of schools visited during the year by the county superintendent.	
	1911	1912	1911	1811
	116,613	122,309	2,571	2,198
Totals				
Baker	3,115	3,278	66	65
Benton	1,585	1,085	79	92
Clackamas	5,681	6,370	180	38
Clatsop	2,360	2,502	30	30
Columbia	1,500	1,600	60	71
Coos	3,425	3,485	84	62
Crook	2,000	2,350	85	60
Curry	493	539	20	18
Douglas	2,729	3,648	61	87
Gilliam	716	694	4	15
Grant	1,766	1,916	46	46
Harney	850	900	33	37
Hood River	1,142	1,125	16	25
Jackson	5,294	5,319	75	75
Josephine	2,540	2,760	92	51
Klamath			34	37
Lake	1,750	700	30	14
Lane	8,039	8,509	142	30
Lincoln	1,144	1,297	72	155
Linn	4,760	4,858	118	38
Malheur	1,927	2,105	57	67
Marion	3,054	7,424	105	21
Morrow	1,000	1,059	61	62
Multnomah	29,261	31,745	153	110
Polk	2,991	3,074	120	139
Sherman	644	726	92	30
Tillamook	1,314	1,477	44	49
Umatilla	3,930	4,390	181	300
Union	7,632	3,051	128	128
Wallowa	1,837	1,724	60	60
Wasco	2,329	2,434	61	38
Washington	4,216	4,789	103	101
Wheeler	600	600	20	25
Yamhill	4,980	4,785	89	82

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	29. Average number of hours devoted to each visit.		30. Number of miles traveled in performance of official duties during the year.	
	1911	1912	1911	1912
	2:10	2:01	61,891	65,210
Totals				
Baker	2½	2	2,500	3,500
Benton	1½	1½	1,600	1,483
Clackamas	1	½	1,000	300
Olatzop	1¼	1½	1,800	1,700
Columbia	3	3	1,200	2,104
Coos	2	2	1,300	1,350
Crook	3	3	2,000	2,000
Curry	3	3	580	500
Douglas	1½	3	1,600	2,000
Gilliam	3	3	250	410
Grant	6	6	1,841	2,319
Harney	2	2	2,500	6,250
Hood River	1	1	25	150
Jackson	2	2	2,000	1,100
Josephine	2¼	2	1,920	1,964
Klamath	3	3	1,100	800
Lake	3	3½	3,000	2,170
Lane	1	1	2,400	250
Lincoln	2	2	1,696	2,039
Linn	2	3	2,500	2,500
Malheur	1½	1½	534	468
Marion	1½	2	1,200	1,696
Morrow	3	2¾	2,476	2,025
Multnomah	¾	½	2,185	1,420
Polk	2	2	3,784	5,501
Sherman	1	1½	1,000	1,200
Tillamook	2	2	400	738
Umatilla	1	1	3,500	4,000
Union	2	2½	2,200	2,500
Wallowa	2½	2	5,000	4,500
Wasco	2½	2½	1,600	1,528
Washington	2	2	2,500	3,000
Wheeler	2	2	700	800
Yamhill	3	3	2,000	948

STATISTICAL TABLE—*Continued*

MISCELLANEOUS, 1911-1912

County	31. Number of county teachers' institutes held during the year.		32. Number of local institutes held in county during the year.	
	1911	1912	1911	1912
	34	38	111	218
Totals				
Baker	1	1	2	4
Benton	1	1	5	3
Clackamas	1	1	4	21
Clatsop	1	1	2	2
Columbia	1	1	3	4
Coos	1	1	2	3
Crook	1	1	2	2
Curry	1	1	3	3
Douglas	1	1	3	1
Gilliam	1	1	2	3
Grant	1	1	2	3
Harney	1	1	2	3
Hood River	1	1	2	3
Jackson	1	1	3	55
Josephine	1	1	3	3
Klamath	1	1	3	3
Lake	1	1	4	1
Lane	1	1	3	4
Lincoln	1	1	3	4
Linn	1	1	5	6
Malheur	1	1	7	4
Marion	1	1	5	6
Morrow	1	1	4	3
Multnomah	1	5	18	13
Polk	1	1	3	3
Sherman	1	1	3	3
Tillamook	1	1	5	16
Umatilla	1	1	3	5
Union	1	1	3	3
Wallowa	1	1	3	3
Wasco	1	1	3	4
Washington	1	1	6	20
Wheeler	1	1	3	4
Yamhill	1	1	3	4

STATISTICAL TABLE—Continued

LIBRARIES, 1911-1912

County	33. Total number of library books on hand.		34. Total number of library books purchased during the year.	
	1911	1912	1911	1912
Totals	221,804	258,148	33,703	51,975
Baker	5,390	6,440	948	1,050
Benton	6,059	7,416	1,353	1,195
Clackamas	13,305	-----	600	1,849
Clatsop	6,853	7,854	965	838
Columbia	6,300	7,441	566	575
Coos	6,380	6,380	772	875
Crook	2,868	3,780	785	912
Curry	632	776	136	144
Douglas	12,502	13,985	1,204	1,483
Gilliam	1,990	2,208	238	227
Grant	3,786	3,786	672	702
Harney	1,570	1,770	202	200
Hood River	7,443	-----	-----	650
Jackson	10,051	11,777	1,492	1,626
Josephine	4,707	5,435	720	728
Klamath	6,000	6,750	800	750
Lake	4,000	830	-----	160
Lane	10,347	10,648	1,890	1,067
Lincoln	2,212	2,571	376	359
Linn	14,660	16,337	1,834	1,326
Malheur	4,511	5,902	1,071	1,391
Marion	19,222	18,222	1,589	2,689
Morrow	3,420	3,722	326	379
Multnomah	12,213	34,406	7,133	21,807
Polk	7,505	8,230	833	817
Sherman	3,350	3,631	245	240
Tillamook	4,645	5,013	413	469
Umatilla	9,156	10,382	1,030	1,736
Union	7,632	8,205	858	789
Wallowa	2,571	3,151	426	580
Wasco	8,843	9,997	1,280	1,776
Washington	9,834	11,318	1,370	1,400
Wheeler	3,600	3,500	476	364
Yamhill	6,790	8,842	900	822

STATISTICAL TABLE—Continued.

PRIVATE SCHOOLS, 1911-1912.

County	35. Number of teachers employed					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	121	261	382	267	190	466
Baker	3	9	12	3	9	12
Benton						
Clackamas	3	9	12	6	13	19
Clatsop		5	5		4	4
Columbia						
Coos	2	3	5	1	2	3
Crook		1	1			
Curry						
Douglas	1	4	5			
Gilliam		3	3		3	3
Grant						
Harney						
Hood River						
Jackson				1		1
Josephine						
Klamath						
Lake	2	3	5	2	5	7
Lane						
Lincoln	6	10	16	7	11	18
Linn						
Malheur		2	2		2	2
Marion	30	28	58	28	35	63
Morrow						
Multnomah	57	151	208	111	138	249
Polk	6	2	8	5	2	7
Sherman						
Tillamook	1		1		3	3
Umatilla	5	16	21	8	16	24
Union		5	5		5	5
Wallowa						
Wasco			6		7	7
Washington				1		1
Wheeler					1	1
Yamhill	5	4	9	14	20	34

STATISTICAL TABLE—*Continued.*

PRIVATE SCHOOLS, 1911-1912.

County	36. Number of pupils enrolled.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	2,882	1,905	4,787	3,771	4,638	8,409
Baker	119	182	301	105	180	285
Benton						
Clackamas	150	200	350	258	335	593
Clatsop	24	63	87	55	64	119
Columbia						
Coos	23	28	51	20	23	43
Crook	1	1	2			
Curry						
Douglas	20	30	50	25	40	65
Gilliam	22	26	48	24	30	54
Grant						
Harney						
Hood River						
Jackson						
Josephine				3	2	5
Klamath						
Lake						
Lane	44	44	88	70	70	140
Lincoln						
Linn	107	156	263	110	162	272
Malheur	8	4	12	6	9	15
Marion	454	445	899	388	448	836
Morrow						
Multnomah	1,501	2,007	3,508	2,072	2,213	4,585
Polk	64	60	124	22	27	49
Sherman						
Tillamook	30	51	81	47		47
Umatilla	153	174	327	147	217	364
Union	37	74	111	32	83	115
Wallowa						
Wasco	60	99	150	35	115	150
Washington				14	18	32
Wheeler				3	6	9
Yamhill	65	70	135	335	296	631

STATISTICAL TABLE—Continued

PRIVATE SCHOOLS, 1911-1912

County	37. Number of private schools.		38. Average number of months private school taught during year.	
	1911	1912	1911	1912
	78	81	8	8.4
Totals	2	2	11½	9
Baker	4	5	9	8
Benton	1	1	10	10
Clackamas				
Clatsop				
Columbia				
Coos	2	1	7	7
Crook	1		6	
Curry				
Douglas	2	2	8	8
Gilliam	1	1	9	9
Grant				
Harney				
Hood River				
Jackson		1		6
Josephine				
Klamath				
Lake	2	2	18½	17
Lane				
Lincoln	3	2	9	9
Linn				
Malheur	2	2	8	8
Marion	11	13	5	9
Morrow	34	31	9	9½
Multnomah	2	2	9	9
Polk				
Sherman	1	1	9	1
Tillamook	5	6	7	9
Umatilla	1	1	9	10
Union				
Wallowa				
Wasco	1	1	10	10
Washington		1		6
Wheeler		1		3½
Yamhill	3	5	9	9

FINANCIAL EXHIBIT

CASH ON HAND, 1911-1912

County	39. Cash on hand at time of making last annual report.	
	1911	1912
Totals	\$ 1,815,927 83	\$ 2,130,835 42
Baker	\$ 81,226 95	\$ 43,529 10
Benton	19,564 94	13,934 64
Clackamas	27,294 74	51,023 86
Clatsop	51,395 00	50,594 15
Columbia	24,514 73	27,009 42
Coos	28,887 75	29,330 30
Crook	11,042 17	13,528 25
Curry	3,143 87	1,775 31
Douglas	20,750 88	18,342 05
Gilliam	3,409 59	6,315 43
Grant	575 78	500 38
Harney	10,792 93	8,546 18
Hood River	23,373 39	39,976 28
Jackson	51,156 91	77,887 62
Josephine	5,559 94	9,286 14
Klamath	28,483 38	7,187 81
Lake	4,227 72	4,089 00
Lane	35,002 38	50,581 21
Lincoln	12,155 66	14,172 01
Linn	24,832 51	19,243 86
Malheur	1,187 65	50,723 16
Marion	22,596 88	50,281 18
Morrow	11,167 62	17,882 87
Multnomah	565,358 16	1,229,399 56
Polk	32,853 51	14,312 17
Sherman	19,134 04	22,448 85
Tillamook	16,221 31	23,552 60
Umatilla	66,170 81	77,476 51
Union	33,924 03	60,322 50
Wallowa	17,364 17	19,146 19
Wasco	47,024 90	35,894 28
Washington	17,219 11	21,876 18
Wheeler	7,634 53	2,835 02
Yamhill	40,679 89	16,331 35

FINANCIAL REPORT—Continued

RECEIPTS, 1911-1911

County	40. Received from county treasurer from district tax.		41. Received from county treasurer from county school fund.	
	1911	1912	1911	1912
	\$ 3,225,643 09	\$ 3,604,396 15	\$ 1,351,944 74	\$ 1,567,296 26
Totals -----				
Baker -----	\$ 74,504 41	\$ 70,000 50	\$ 36,451 60	\$ 43,094 50
Benton -----	26,848 92	38,420 30	26,274 83	27,641 71
Clackamas -----	78,943 57	97,032 09	70,817 56	79,359 95
Clatsop -----	57,675 09	71,562 40	32,213 59	33,182 99
Columbia -----	46,270 19	48,583 28	23,803 93	27,071 48
Coos -----	65,439 03	68,768 44	40,059 00	46,570 60
Crook -----	27,116 69	41,804 39	24,010 77	26,597 53
Curry -----	3,392 43	3,191 94	5,382 72	7,204 00
Douglas -----	80,530 85	76,799 98	39,763 16	55,370 44
Gilliam -----	15,354 02	13,825 58	9,989 82	9,338 69
Grant -----	27,710 15	27,715 06	14,966 50	15,761 46
Harney -----	10,888 60	15,237 71	11,407 24	11,465 00
Hood River -----	46,689 96	47,955 55	13,290 53	15,440 38
Jackson -----	117,046 36	139,815 82	49,875 52	50,306 33
Josephine -----	47,215 68	42,946 23	21,174 29	22,191 00
Klamath -----	32,543 24	43,715 94	26,723 72	31,777 10
Lake -----	1,023 87	9,025 96	17,612 40	19,263 93
Lane -----	102,561 28	122,322 09	71,978 49	85,241 36
Lincoln -----	19,618 48	26,658 42	14,451 02	19,736 95
Linn -----	50,719 11	71,055 77	51,900 96	61,984 27
Malheur -----	36,746 83	43,993 58	16,968 55	22,274 30
Marion -----	94,933 73	147,909 96	83,882 96	99,178 53
Morrow -----	33,433 77	27,039 78	11,541 81	12,954 38
Multnomah -----	1,623,253 04	1,779,216 32	338,956 50	426,834 55
Polk -----	38,252 48	45,293 16	35,503 61	46,514 48
Sherman -----	24,219 34	25,255 34	7,728 61	5,024 34
Tillamook -----	39,005 26	41,025 06	12,210 00	12,686 00
Umatilla -----	114,152 53	127,634 91	58,608 96	59,056 50
Union -----	73,918 30	83,418 41	37,696 70	41,262 70
Wallowa -----	37,861 33	33,912 49	21,605 54	18,005 88
Wasco -----	50,218 76	50,875 12	25,230 64	30,711 80
Washington -----	40,092 45	50,875 85	49,190 36	50,329 09
Wheeler -----	7,031 31	7,147 46	7,382 83	7,967 10
Yamhill -----	80,432 03	64,281 26	43,290 00	45,896 94

FINANCIAL REPORT—Continued

RECEIPTS, 1911-1912

County	42. Received from county treasurer from State school fund		43. Received from rate bills and tuition	
	1911	1912	1911	1912
Totals -----	\$ 337,122 19	\$ 354,365 75	\$ 32,658 11	\$ 35,191 80
Baker -----	\$ 10,039 68	\$ 10,439 04	\$ 122 95	\$ 5 25
Benton -----	6,260 90	6,312 93	479 53	180 80
Clackamas -----	18,255 36	18,595 20	1,066 50	2,085 18
Olatzop -----	8,528 04	8,622 97	2,089 00	248 75
Columbia -----	7,015 26	6,687 82	150 17	181 07
Coos -----	10,154 65	11,356 00	596 75	325 25
Crook -----	6,117 96	6,106 10	32 09	3 00
Curry -----	1,916 92	1,995 92	363 10	18 00
Douglas -----	10,648 45	11,756 49	373 00	269 00
Gilliam -----	2,079 30	2,096 64	121 16	90 00
Grant -----	5,116 90	3,442 16	291 80	369 10
Harney -----	2,011 06	2,280 50	-----	12 00
Hood River -----	3,895 68	4,071 91	801 50	15,903 52
Jackson -----	12,313 90	13,209 60	514 95	270 00
Josephine -----	5,836 80	6,074 88	198 00	326 02
Klamath -----	3,690 24	3,538 10	272 12	1,168 43
Lake -----	3,979 40	2,511 36	-----	-----
Lane -----	20,093 37	21,666 69	2,923 58	312 66
Lincoln -----	3,750 00	3,956 00	21 00	18 75
Linn -----	14,244 48	14,904 96	9,192 19	4,501 84
Malheur -----	4,588 80	4,886 40	23 25	-----
Marion -----	22,979 59	23,798 09	2,753 22	3,284 20
Morrow -----	2,984 40	2,969 68	594 39	173 00
Multnomah -----	76,081 92	83,089 92	2,153 90	2,143 70
Polk -----	7,992 54	8,592 89	329 00	166 00
Sherman -----	2,037 12	1,920 00	21 50	-----
Tillamook -----	3,382 00	3,708 00	333 18	318 69
Umatilla -----	11,848 01	11,865 50	317 80	407 12
Union -----	10,131 84	10,588 80	203 08	150 25
Wallowa -----	5,381 76	6,741 13	35 50	125 41
Wasco -----	6,729 60	7,173 12	286 20	421 90
Washington -----	13,478 40	13,655 03	622 95	1,058 71
Wheeler -----	1,656 96	2,172 95	51 00	4 42
Yamhill -----	11,951 00	13,579 46	5,323 75	649 78

FINANCIAL EXHIBIT—Continued.

RECEIPTS 1911-1912.

County	44. Receipts from sale of bonds and warrants		45. Received from county treasurer from library fund	
	1911	1912	1911	1912
Totals	\$ 1,289,661 63	\$ 659,505 74	\$ 8,546 98	\$ 11,469 45
Baker	\$ 2,000 00	\$ 5,540 00	\$ 519 73	\$ 511 76
Benton	394 76	18,775 25	757 36	551 75
Clackamas	52,475 72	13,796 05	1,007 30	1,007 30
Clatsop	83,567 50	2,620 00	6 74	3 90
Columbia	2,200 00	27,876 40	95 42	76 66
Coos	6,521 65	10,751 38	547 41	587 90
Crook	3,400 00	35,689 06	338 17	446 35
Curry	18,737 57	42,969 83	60 70	68 92
Douglas			542 62	612 75
Gilliam			111 67	114 28
Grant	1,233 78	3,272 50	440 77	396 18
Harney		500 00	106 59	105 20
Hood River	22,042 39	4,200 00	626 43	
Jackson	86,821 14	86,568 68	633 77	684 46
Josephine	46,761 76	16,995 27	304 00	316 40
Klamath	7,050 00	21,356 62	317 96	348 19
Lake	7,055 91	249 07		128 03
Lane	42,435 40	21,031 73	101 62	1,124 70
Lincoln	10,823 00	2,307 10		199 50
Linn	19,206 99	40,930 77	119 98	2,056 77
Malheur	61,037 12	35,959 45	609 09	857 83
Marion	121,696 18	17,159 28	80 95	19 46
Morrow	1,900 00	900 00		
Multnomah	351,600 00		446 70	487 40
Polk	12,002 37	38,271 04		
Sherman	3,400 00	1,400 00	3 63	50
Tillamook	1,053 00	35,753 30	95 94	92 12
Umatilla	21,000 00	116,177 08		
Union	143,265 41	1,360 75		
Wallowa	25,100 00	292 68	43 42	1 50
Wasco	2,800 00	5,354 76		
Washington	13,197 57	27,082 27		11 52
Wheeler	2,000 00			
Yamhill	56,882 41	29,365 42	629 00	658 12

FINANCIAL EXHIBIT—*Continued.*

RECEIPTS 1911-1912.

County	46. Received for library from other sources		47. Received from insurance on account of losses	
	1911	1912	1911	1912
Totals	\$ 1,152 40	\$ 8,370 84	\$ 7,309 05	\$ 22,219 77
Baker	\$ -----	\$ 9 53	\$ 15 50	\$ -----
Benton	19	16 64	-----	416 10
Clackamas	161 25	67 21	-----	-----
Clatsop	241 44	-----	496 20	-----
Columbia	15 54	256 14	2 10	-----
Coos	*8 08	2 20	-----	6 00
Crook	74 21	100 15	-----	-----
Curry	49 75	161 29	225 00	-----
Douglas	-----	-----	-----	-----
Gilliam	-----	-----	-----	-----
Grant	9 60	-----	-----	-----
Harney	-----	-----	-----	-----
Hood River	26 85	37 60	-----	9,784 94
Jackson	53 57	23 00	-----	-----
Josephine	-----	-----	-----	-----
Klamath	-----	183 04	-----	168 84
Lake	-----	-----	-----	-----
Lane	3 35	75 15	801 50	84 20
Lincoln	1 90	3 05	-----	-----
Linn	66 85	7,200 81	432 00	44 10
Malheur	17 13	8 62	-----	-----
Marion	39 01	3 45	-----	-----
Morrow	-----	-----	-----	-----
Multnomah	-----	-----	5,263 10	273 95
Polk	46 00	12 52	73 65	7 00
Sherman	-----	-----	-----	-----
Tillamook	7 44	-----	-----	1,000 00
Umatilla	-----	19 40	-----	498 10
Union	16	-----	-----	-----
Wallowa	-----	-----	-----	-----
Wasco	1 53	82	-----	4 25
Washington	93 55	25 24	-----	-----
Wheeler	-----	-----	-----	-----
Yamhill	235 00	215 21	-----	9,932 29

FINANCIAL EXHIBIT—Continued.

RECEIPTS, 1911-1912.

County	48. Received from all other sources		49. Total sum of items 38, 39, 40, 41, 42, 43, 44, 45, 46 and 47	
	1911	1912	1911	1911
Totals	\$ 396,965 97	\$ 250,549 71	\$ 7,966,931 99	\$ 8,643,700 89
Baker	15,178 16	10,328 38	170,058 98	183,457 83
Benton	863 57	7,276 91	81,445 02	113,527 03
Clackamas	3,881 63	16,100 25	253,903 63	279,067 09
Clatsop	2,240 79	5,236 43	238,453 39	172,071 59
Columbia	1,757 84	4,504 52	105,825 18	142,246 29
Coos	809 67	770 97	153,023 99	168,469 04
Crook	3,636 10	7,314 95	75,708 09	132,589 78
Curry			14,259 75	14,254 09
Douglas	1,260 18	5,249 05	172,881 46	211,530 88
Gilliam	49 35	223 11	31,114 91	32,003 73
Grant	98 90	187 15	50,444 18	51,643 99
Harney	681 37	330 00	35,887 79	38,476 59
Hood River	11,128 24	871 36	121,848 12	128,419 00
Jackson	4,079 30	4,940 68	322,468 70	383,585 73
Josephine	4,679 01	4,737 38	131,783 05	102,896 32
Klamath	1,266 64		100,347 30	109,394 07
Lake	75 07		33,974 37	35,267 35
Lane	21,487 80	18,921 89	297,388 77	321,361 68
Lincoln	2,085 11	7,050 79	62,906 17	74,102 57
Linn	24,782 31	8,299 95	195,497 38	230,223 10
Malheur	3,866 87	2,955 11	125,045 29	161,658 45
Marion	79,183 50	5,404 19	428,146 02	347,038 34
Morrow	2,638 86	893 58	64,210 75	62,813 29
Multnomah	167,338 45	77,466 29	3,130,005 07	3,598,424 29
Polk	5,840 50	9,119 56	193,340 36	157,776 22
Sherman	1,251 94	214 29	57,796 18	56,263 32
Tillamook	923 80	820 73	73,231 93	117,956 50
Umatilla	5,878 00	9,116 40	277,976 11	402,753 42
Union	3,665 74	14,128 50	302,805 10	211,730 01
Wallowa	1,630 47	843 03	109,022 35	79,068 31
Wasco	971 65	890 65	133,263 28	131,322 45
Washington	13,427 83	13,912 25	147,322 22	178,830 40
Wheeler		2,249 52	25,756 63	22,376 47
Yamhill	10,367 39	10,191 84	249,790 47	191,101 67

FINANCIAL EXHIBIT—*Continued*

DISBURSEMENTS, 1911-1912

County	50. Paid for teachers' wages		51. Paid for rent of rooms and sites	
	1911	1912	1911	1912
Totals -----	\$ 2,659,726 94	\$ 2,985,617 96	\$ 21,564 23	\$ 8,337 61
Baker -----	\$ 72,033 37	\$ 78,981 25	\$ -----	\$ 99 50
Benton -----	37,828 55	46,247 47	176 00	65 60
Clackamas -----	101,081 03	115,634 08	-----	-----
Clatsop -----	54,994 66	58,456 40	120 00	403 50
Columbia -----	41,829 19	47,071 29	-----	24 58
Coos -----	76,956 99	75,164 14	485 60	272 10
Crook -----	41,008 40	50,020 82	373 00	455 10
Curry -----	11,113 80	10,889 50	-----	7 50
Douglas -----	81,737 59	91,935 00	1,986 20	1,632 11
Gilliam -----	18,630 00	19,199 72	-----	40 00
Grant -----	28,261 35	29,119 70	1,510 16	1,490 00
Harney -----	16,979 26	16,300 85	16 25	-----
Hood River -----	34,846 75	39,956 26	4 30	27 60
Jackson -----	85,966 53	103,383 17	373 90	742 01
Josephine -----	46,480 96	40,280 84	9,506 00	-----
Klamath -----	39,545 14	48,864 15	35 00	660 00
Lake -----	16,564 14	18,851 42	-----	33 75
Lane -----	131,057 52	154,344 82	907 13	211 43
Lincoln -----	21,010 95	24,277 86	24 10	35 75
Linn -----	92,166 41	104,230 56	525 56	64 50
Malheur -----	38,034 05	42,964 75	384 17	181 40
Marion -----	139,724 76	158,003 70	143 96	39 50
Morrow -----	29,978 59	32,089 80	-----	-----
Multnomah -----	874,004 57	984,742 34	1,997 46	176 00
Polk -----	53,433 00	61,011 63	1,497 00	-----
Sherman -----	22,024 08	23,524 00	-----	-----
Tillamook -----	28,683 86	32,150 00	69 00	435 00
Umatilla -----	104,121 52	114,808 17	397 65	744 65
Union -----	72,802 91	81,263 42	89 00	248 10
Wallowa -----	39,926 67	41,181 95	319 04	41 35
Wasco -----	48,747 22	56,360 07	-----	9 00
Washington -----	76,176 99	85,326 83	11 00	171 08
Wheeler -----	12,230 00	13,826 73	111 25	-----
Yamhill -----	69,746 18	90,105 27	501 50	26 55

Sig. 4

FINANCIAL EXHIBIT—Continued.

DISBURSEMENTS, 1911-1912.

County	52. Paid for fuel and school supplies		53. Paid for repairs and improving grounds	
	1911		1912	
	\$	298,798 40	\$	428,323 72
Totals	\$	298,798 40	\$	428,323 72
Baker	\$	10,188 10	\$	13,293 33
Benton		4,008 83		7,862 52
Clackamas		9,713 82		14,091 21
Olatsoop		6,251 18		11,247 26
Columbia		4,135 88		6,905 06
Coos		7,565 54		11,513 96
Crook		4,436 29		3,092 40
Curry		282 74		523 92
Douglas		8,815 20		12,530 88
Gilliam		2,133 93		783 35
Grant		2,183 25		2,811 91
Harney		1,667 57		1,015 19
Hood River		4,256 69		5,556 68
Jackson		11,404 43		14,395 62
Josephine		5,848 13		9,877 94
Klamath		5,934 59		8,869 33
Lake		2,500 48		3,327 78
Lane		11,145 29		17,081 57
Lincoln		1,292 89		3,460 61
Linn		7,705 59		12,426 38
Malheur		5,028 06		5,055 81
Marion		15,393 94		15,077 22
Morrow		2,556 17		3,341 99
Multnomah		93,984 76		75,091 40
Polk		6,744 32		7,803 27
Sherman		3,138 80		2,470 37
Tillamook		3,729 71		4,063 31
Umatilla		11,860 79		15,188 02
Union		10,485 01		10,112 25
Wallowa		5,763 36		3,703 49
Wasco		6,327 67		7,228 68
Washington		7,055 28		11,782 42
Wheeler		1,031 45		1,347 64
Yamhill		14,228 66		10,934 99

FINANCIAL EXHIBIT—Continued.

DISBURSEMENTS, 1911-1912.

County	54. Paid for new schoolhouses and sites		55. Paid on principal and interest on bonds and warrants	
	1911	1912	1911	1912
Totals -----	\$ 1,353,420 28	\$ 1,905,006 67	\$ 706 004 58	\$ 540,113 69
Baker -----	\$-----	\$ 1,611 86	\$ 12,513 74	\$ 6,730 90
Benton -----	5,582 87	22,147 64	6,164 93	9,113 24
Clackamas -----	41,903 66	27,752 26	22,516 30	24,382 51
Clatsop -----	80,147 76	11,084 23	19,667 72	23,299 27
Columbia -----	1,958 20	28,984 38	17,640 48	11,312 60
Coos -----	6,818 78	5,164 85	4,731 98	11,297 95
Crook -----	3,839 70	37,486 03	4,645 24	7,585 52
Curry -----	50 00	-----	128 72	599 09
Douglas -----	13,302 20	20,145 52	23,613 38	25,283 64
Gilliam -----	908 00	1,475 00	1,405 97	409 45
Grant -----	2,006 71	2,510 00	10,974 50	9,864 05
Harney -----	1,501 73	1,668 40	1,256 47	4,336 00
Hood River -----	16,107 15	5,290 75	10,376 11	9,441 43
Jackson -----	92,477 44	114,794 88	33,350 18	46,302 91
Josephine -----	44,699 53	8,041 76	7,830 92	18,218 14
Klamath -----	31,047 57	20,541 28	1,166 00	1,495 21
Lake -----	3,237 33	7,049 03	5,646 64	1,697 28
Lane -----	35,333 67	19,700 44	37,489 68	40,611 29
Lincoln -----	10,148 94	6,868 93	12,009 89	13,102 73
Linn -----	26,918 71	8,738 25	27,953 97	44,818 79
Malheur -----	17,768 94	77,162 48	4,367 85	9,051 19
Marion -----	35,649 53	85,467 38	139,892 86	22,350 58
Morrow -----	100 00	331 35	9,062 86	2,546 56
Multnomah -----	534,044 02	1,190,202 26	143,859 02	54,448 51
Polk -----	88,768 55	31,656 32	15,277 58	20,747 19
Sherman -----	1,885 43	4,788 38	620 51	1,497 81
Tillamook -----	3,799 31	15,728 66	3,566 90	3,574 07
Umatilla -----	27,342 52	67,350 76	30,158 57	23,479 76
Union -----	101,390 54	37,801 94	37,486 71	24,578 74
Wallowa -----	28,523 63	2,013 98	8,149 16	7,233 56
Wasco -----	24,770 60	3,401 74	6,660 61	5,942 06
Washington -----	9,893 31	26,892 26	14,515 12	13,922 13
Wheeler -----	2,300 00	1,501 00	613 13	767 85
Yamhill -----	59,202 95	9,652 67	30,690 88	40,071 68

FINANCIAL EXHIBIT—Continued

DISBURSEMENTS, 1911-1912

County	56. Paid for insurance		57. Paid for clerks' salaries	
	1911		1912	
	\$	1911	\$	1912
Totals	\$	29,643 83	\$	32,293 70
Baker	\$	750 40	\$	515 40
Benton		313 77		431 27
Clackamas		709 12		2,202 19
Clatsop		2,091 71		237 52
Columbia		369 77		752 92
Coos		866 15		837 06
Crook		170 93		629 01
Curry		30 20		
Douglas		829 35		1,160 75
Gilliam		130 70		144 30
Grant		310 00		400 15
Harney		60 00		96 42
Hood River		393 62		818 92
Jackson		806 50		2,181 04
Josephine		552 89		600 00
Klamath		780 70		300 40
Lake		206 90		128 00
Lane		1,398 11		957 86
Lincoln		150 35		182 70
Linn		649 41		701 23
Malheur		60 00		1,235 75
Marion		749 24		1,038 17
Morrow		274 05		226 27
Multnomah		10,675 99		10,591 40
Polk		1,160 84		533 46
Sherman		142 55		177 05
Tillamook		112 16		231 96
Umatilla		964 63		1,670 34
Union		829 52		1,308 50
Wallowa		611 38		285 30
Wasco		700 58		280 55
Washington		523 59		599 03
Wheeler		111 00		72 68
Yamhill		1,157 72		765 70

FINANCIAL EXHIBIT—Continued.

DISBURSEMENTS, 1911-1912.

County	58. Paid for library books		59. Paid for all other purposes	
	1911		1912	
	\$	19,716 07	\$	23,051 79
Totals -----	\$	19,716 07	\$	23,051 79
Baker -----	\$	532 58	\$	521 06
Benton -----		779 76		571 48
Clackamas -----		1,158 55		1,074 51
Clatsop -----		149 38		58 87
Columbia -----		137 71		235 17
Coos -----		555 49		571 23
Crook -----		433 90		588 04
Curry -----		60 71		68 92
Douglas -----		592 37		774 04
Gilliam -----		111 67		114 28
Grant -----		428 12		396 10
Harney -----		106 59		105 20
Hood River -----		623 22		361 17
Jackson -----		853 52		908 24
Josephine -----		405 12		407 75
Klamath -----		510 93		868 18
Lake -----		50 00		128 03
Lane -----		181 98		1,124 70
Lincoln -----		201 90		202 55
Linn -----		193 66		360 04
Malheur -----		626 22		846 45
Marion -----		372 00		483 99
Morrow -----		15 97		37 19
Multnomah -----		8,588 75		10,218 76
Polk -----		500 08		506 59
Sherman -----		69 51		133 15
Tillamook -----		212 41		103 46
Umatilla -----		147 88		189 51
Union -----		42 22		83 41
Wallowa -----		43 58		1,970 74
Wasco -----		17 64		37 30
Washington -----		122 22		39 77
Wheeler -----		16 43		44 32
Yamhill -----		864 00		873 33

FINANCIAL EXHIBIT—Continued

DISBURSEMENTS, 1911-1912

County	60. Total sum of items 50, 51, 52, 53, 54, 55, 56, 57, 58 and 59		61. Cash on hand. Difference between items 49 and 60	
	1911	1912	1911	1912
	\$ 5,815,775 51	\$ 6,638,225 18	\$ 2,129,256 48	\$ 2,005,475 71
Totals				
Baker	\$ 126,529 88	\$ 121,758 38	\$ 43,529 10	\$ 61,699 45
Benton	67,510 38	98,512 61	13,934 64	15,014 42
Clackamas	202,879 77	230,108 40	51,023 86	48,958 69
Clatsop	187,859 24	123,477 40	50,594 15	48,594 19
Columbia	78,815 76	108,045 91	27,009 42	34,200 38
Coos	123,693 69	116,372 41	29,330 30	52,096 63
Crook	61,179 84	111,261 26	14,528 25	21,328 52
Curry	12,484 44	13,108 07	1,775 31	1,146 02
Douglas	154,539 41	175,151 58	18,342 05	36,379 30
Gilliam	24,799 48	25,627 63	6,315 43	6,376 10
Grant	49,943 80	50,774 56	500 38	869 43
Harney	27,341 61	26,998 20	8,546 18	11,478 39
Hood River	81,871 84	92,203 31	39,976 28	36,215 69
Jackson	244,581 08	332,960 98	77,887 62	50,624 75
Josephine	122,496 91	87,282 46	9,286 14	15,613 86
Klamath	93,159 49	86,830 61	7,187 81	22,563 46
Lake	30,964 31	35,267 35	3,010 06	
Lane	246,807 56	274,684 28	50,581 21	46,677 40
Lincoln	48,734 16	55,070 84	14,172 01	19,031 73
Linn	176,253 52	189,310 50	19,243 86	40,912 60
Malheur	74,322 13	143,925 59	50,723 16	17,732 86
Marion	377,864 84	318,009 70	50,281 18	29,028 64
Morrow	46,327 88	43,908 51	17,882 87	18,904 78
Multnomah	1,900,605 51	2,616,869 93	1,229,399 56	981,554 36
Polk	179,028 19	137,188 10	14,312 17	20,588 12
Sherman	35,347 33	39,052 50	22,448 85	17,210 82
Tillamook	49,679 33	65,099 13	23,552 60	52,857 37
Umatilla	200,499 60	253,090 95	77,476 51	149,662 47
Union	242,482 60	173,589 10	60,322 50	38,140 91
Wallowa	89,876 16	61,644 26	19,146 19	17,424 05
Wasco	97,369 00	83,485 48	35,894 28	47,836 97
Washington	125,446 04	158,014 72	21,876 18	20,815 68
Wheeler	22,921 61	19,214 63	2,835 02	3,161 84
Yamhill	233,459 12	170,325 84	16,331 35	20,775 83

FINANCIAL EXHIBIT—*Continued*

GENERAL, 1911-1912

County	62. Estimated value of school-houses and grounds		63. Estimated value of school furniture and apparatus	
	1911	1912	1911	1912
Totals -----	\$ 9,921,394 80	\$11,325,032 62	\$ 962,939 40	\$ 1,064,274 90
Baker -----	\$ 202,917 50	\$ 211,552 50	\$ 19,100 00	\$ 28,261 50
Benton -----	114,860 00	142,980 00	17,375 00	20,356 00
Clackamas -----	284,438 75	320,253 26	53,806 36	61,756 72
Clatsop -----	233,110 00	243,625 00	21,688 00	23,180 00
Columbia -----	116,337 60	127,016 00	19,397 35	21,780 93
Coos -----	328,760 00	319,755 00	28,421 00	26,913 00
Crook -----	54,325 00	106,758 36	12,938 00	18,798 37
Curry -----	9,520 00	12,750 00	2,755 00	3,000 00
Douglas -----	18,660 00	214,862 00	36,625 00	42,753 47
Gilliam -----	36,542 00	38,015 00	6,718 00	7,012 00
Grant -----	47,900 00	53,500 00	11,970 50	13,100 00
Harney -----	24,580 00	50,000 00	5,500 00	7,000 00
Hood River -----	100,638 00	124,688 12	11,300 00	12,715 55
Jackson -----	275,860 00	584,309 00	41,600 40	38,878 50
Josephine -----	155,500 00	184,775 00	40,000 00	50,465 00
Klamath -----	220,675 00	283,686 00	21,000 00	26,750 00
Lake -----	115,500 00	36,650 00	16,424 00	4,100 00
Lane -----	473,294 00	495,346 00	54,119 00	69,462 00
Lincoln -----	42,997 50	47,400 00	8,465 00	9,551 00
Linn -----	408,275 00	353,180 00	54,513 00	40,390 00
Malheur -----	102,636 00	173,600 00	10,660 00	12,586 00
Marion -----	446,530 00	404,992 00	57,009 50	52,838 00
Morrow -----	46,590 00	47,620 00	10,253 00	10,498 00
Multnomah -----	4,159,828 05	5,023,254 00	174,778 00	208,318 00
Polk -----	203,250 00	211,340 00	21,290 00	29,576 00
Sherman -----	35,596 75	56,996 75	9,055 20	9,180 20
Tillamook -----	53,509 00	68,709 00	11,041 70	11,941 50
Umatilla -----	593,035 00	332,775 00	40,453 44	41,264 94
Union -----	295,200 00	241,190 00	33,880 08	37,034 00
Wallowa -----	117,756 00	108,695 00	16,970 00	15,115 00
Wasco -----	152,214 00	157,575 37	21,078 45	21,595 72
Washington -----	180,484 65	221,767 99	32,259 50	46,851 50
Wheeler -----	20,075 00	20,725 00	5,500 00	3,200 00
Yamhill -----	250,000 00	304,691 27	35,000 00	38,052 00

FINANCIAL EXHIBIT—Continued.

GENERAL, 1911-1912.

County	64. Amount of insurance on school houses and other property	
	1911	1912
Totals	\$ 4,240,947 58	\$ 4,834,522 56
Baker	\$ 106,991 66	105,275 00
Benton	65,768 00	75,268 00
Clackamas	155,607 66	177,322 66
Clatsop	138,050 00	142,450 00
Columbia	66,210 50	70,000 00
Coos	127,965 00	146,990 00
Crook.	16,940 00	46,120 00
Curry	2,750 00	1,602 70
Douglas	93,880 00	117,124 50
Gilliam	14,550 00	16,850 00
Grant	22,560 00	27,265 00
Harney	6,000 00	6,200 00
Hood River	61,100 00	72,450 00
Jackson	197,500 00	324,170 50
Josephine	91,175 00	104,600 00
Klamath	70,450 00	74,475 00
Lake	14,594 00	18,700 00
Lane	155,354 00	202,375 00
Lincoln	19,225 00	19,175 00
Linn	72,220 00	184,655 00
Malheur	74,535 00	84,380 00
Marion	193,855 00	267,160 00
Morrow	24,200 00	26,500 00
Multnomah	1,533,932 76	1,670,501 00
Polk	109,060 00	89,202 00
Sherman	24,125 00	28,100 00
Tillamook	23,285 00	24,785 00
Umatilla	156,725 00	169,600 00
Union	258,850 00	179,550 00
Wallowa	35,100 00	42,850 00
Wasco	57,830 00	60,280 00
Washington	96,259 00	102,209 00
Wheeler	4,300 00	5,620 00
Yamhill	150,000 00	155,717 00

FINANCIAL EXHIBIT—Continued.

GENERAL 1911-1912.

County	65. Average monthly salary of male teachers.		66. Average monthly salary of female teachers.	
	1911	1912	1911	1912
Totals	\$ 2,637 97	\$ 82 11	\$ 1,956 26	\$ 59 96
Baker	\$ 80 67	\$ 88 02	\$ 58 22	\$ 62 21
Benton	67 56	60 91	50 98	50 76
Clackamas	67 96	75 50	53 88	55 92
Clatsop	95 00	96 30	56 83	60 00
Columbia	72 60	74 47	55 50	59 37
Coos	69 20	68 84	51 40	53 12
Crook	69 62	72 88	58 45	59 95
Curry	65 00	65 00	55 00	55 00
Douglas	61 13	64 60	48 50	50 03
Gilliam	73 94	80 06	58 51	59 06
Grant	82 54	90 91	66 25	67 00
Harney	70 00	74 00	58 50	62 00
Hood River	91 50	102 00	66 00	70 00
Jackson	91 65	91 00	61 17	63 56
Josephine	68 00	66 00	51 25	55 50
Klamath	80 00	93 00	63 00	70 00
Lake	95 00	80 83	68 00	73 75
Lane	58 50	86 00	48 75	61 00
Lincoln	69 22	57 15	49 50	50 44
Linn	61 70	66 00	49 50	50 00
Malheur	84 00	85 86	58 40	59 10
Marion	76 35	112 30	53 40	53 70
Morrow	79 89	100 47	59 45	62 60
Multnomah	157 40	151 65	97 50	98 20
Polk	71 21	72 80	50 00	51 06
Sherman	87 28	93 00	58 62	59 00
Tillamook	69 80	80 00	58 26	60 00
Umatilla	85 64	89 28	62 81	65 38
Union	75 77	85 92	57 66	58 90
Wallowa	61 50	67 00	53 52	57 00
Wasco	90 22	83 83	57 19	62 30
Washington	71 25	69 75	55 25	57 02
Wheeler	70 40	80 00	55 00	54 66
Yamhill	66 50	66 65	50 00	51 14

Sig. 5

FINANCIAL TABLE—Continued.

GENERAL, 1911-1912.

County	67. Average monthly salary of teachers in one-room buildings		68. Average monthly salary of assistant teachers in schools having more than one room	
	1911		1912	
	\$	55 02	\$	57 29
Totals	\$	63 71	\$	64 85
Baker	55 00	62 50	50 00	64 40
Benton	48 67	51 10	54 44	60 22
Clackamas	53 24	56 81	58 40	61 92
Olatzop	57 00	56 90	65 00	65 83
Columbia	54 75	64 00	59 73	62 40
Coos	46 10	56 00	62 40	60 00
Crook	58 80	60 53	66 04	65 39
Curry	51 10	54 00	59 00	72 25
Douglas	58 00	55 10	62 50	68 10
Gilliam	62 50	62 50	66 34	69 23
Grant	56 00	59 00	71 00	70 00
Harney	61 00	-----	69 00	-----
Hood River	52 64	55 98	70 02	71 36
Jackson	54 00	56 00	67 00	57 00
Josephine	62 50	66 00	68 00	69 50
Klamath	71 00	67 50	70 00	70 25
Lake	46 00	50 10	56 00	59 24
Lane	48 87	50 91	62 72	62 30
Lincoln	48 00	48 50	50 00	57 00
Linn	58 65	57 35	68 50	68 48
Malheur	51 50	58 70	60 00	55 80
Marion	57 15	59 15	66 00	65 24
Morrow	61 15	-----	99 45	-----
Multnomah	49 28	-----	52 45	-----
Polk	56 47	58 80	68 08	71 42
Sherman	57 00	60 00	55 00	60 00
Tillamook	62 34	-----	71 44	-----
Umatilla	55 00	62 50	65 00	69 00
Union	55 00	52 00	68 05	72 30
Wallowa	51 91	55 37	71 28	75 51
Wasco	45 45	59 11	54 60	57 80
Washington	57 50	50 00	60 18	61 25
Wheeler	53 00	55 00	55 00	57 50
Yamhill	-----	-----	-----	-----

FINANCIAL EXHIBIT—*Concluded.*

GENERAL, 1911-1912.

County	69. Average monthly salary of principals of buildings of more than one room		70. Average annual salary of city-superintendents of districts of the first class		71. Average number of mills district tax levied	
	1911	1912	1911	1912	1911	1912
Totals -----	\$ 96 72	\$ 98 00	\$ 1,806 00	\$ 1,829 76	3.99	3.7
Baker -----	\$ 100 00	\$ 104 44	\$ 2,500 00	\$ 277 77	6.25	6.
Benton -----	79 95	75 00	1,500 00	1,600 00	3.54	3.5
Clackamas -----	80 23	82 76	1,700 00	1,800 00	3.9	3.9
Clatsop -----	100 00	96 30	2,000 00	1,800 00	6.	6.2
Columbia -----	76 84	91 50			3.77	3.7
Coos -----	111 10	109 00				
Crook -----	97 00	110 33			6.076	6.7
Curry -----						1.3
Douglas -----	96 50	105 00	1,200 00	1,350 00	3.	3.
Gilliam -----	91 00	107 63			1.9	2.5
Grant -----	87 25	93 14			7.4	8.1
Harney -----	90 00	90 00			3.	2.
Hood River -----	95 00				5.	3.5
Jackson -----	97 46	101 04	1,600 00	1,750 00	3.43	3.1
Josephine -----	75 00	74 00	1,800 00	1,800 00	3.3	4.
Klamath -----	110 00	116 66			4.	3.
Lake -----	120 00	103 75			7.	4.
Lane -----	95 00	91 99	2,000 00	2,000 00	4.	3.8
Lincoln -----	88 66	91 66			4.	
Linn -----	89 00	90 00	1,650 00	1,650 00	1.11	2.
Malheur -----	130 00	111 50				4.6
Marion -----	87 50	88 00	2,250 00	1,687 50	2.57	3.5
Morrow -----	109 55	120 68			2.27	2.2
Multnomah -----	148 65		3,325 00		3.27	2.4
Polk -----	83 00					3.
Sherman -----	101 20	101 02			3.48	
Tillamook -----	90 00	94 00				4.
Umatilla -----	106 56		1,587 50		2.6	2.5
Union -----	95 00	120 50	1,125 00	2,000 00	4.5	4.
Wallowa -----	108 23	119 60			5.1	3.6
Wasco -----	81.66	83 33	1,552 50	2,160 00	3.1	3.2
Washington -----	73 55	78 60			4.8	3.6
Wheeler -----	99 07	90 00		1,350 00	4.	4.
Yamhill -----	98 00	100 00	1,300 00	1,550 00	3.5	4.2

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

FINANCIAL STATEMENT.

	1911	1912
Cash on hand at time of making last annual report	\$ 1,315,927 83	\$ 2,130,335 42
RECEIPTS		
Received from county treasurer from district tax	3,225,643 09	3,604,396 15
Received from county treasurer from county school fund	1,351,944 74	1,567,296 26
Received from county treasurer from state school fund	337,122 19	354,365 73
Received from rate bills and tuition	32,658 11	35,191 80
Received from sale of bonds and warrants	1,289,661 63	659,505 74
Received from county treasurer from library fund	8,546 98	11,469 45
Received from library from other sources	1,152 40	8,370 84
Received for insurance on account of losses	7,309 05	22,219 77
Received from all other sources	396,965 97	250,549 71
Total—sum of items 44, 45, 46, 47, 48, 49, 50, 51, 52 and 53	\$ 7,966 931 99	\$ 8,643,700 89
DISBURSEMENTS		
Paid for teachers' wages	\$ 2,659,726 94	\$ 2,985,617 96
Paid for rent of rooms and site	21,564 23	8,337 61
Paid for fuel and school supplies	298,798 40	322,002 89
Paid for repairs and improving grounds	428,323 72	460,805 26
Paid for new school houses and sites	1,353,420 28	1,905,006 67
Paid on principal and interest of bonds and warrants	706,004 57	540,113 69
Paid for insurance	29,643 83	32,293 70
Paid for clerks' salary	36,134 03	39,931 15
Paid for library books	19,716 07	23,051 79
Paid for all other purposes	284,343 43	321,064 46
Total—sum of items 55, 56, 57, 58, 59, 60, 61, 62, 63 and 64	\$ 5,815,775 51	\$ 6,638,225 18
Cash on hand—difference between items 54 and 65	\$ 2,129,256 48	\$ 2,005,475 71

INDEBTEDNESS.

1911-1912

County	67. Bonded indebtedness	68. Outstanding warrants	69. Other indebtedness	70. Total sums of items 67, 68, 69
Totals	\$ 3,728,794 60	\$ 333,958 63	\$ 455,197 73	\$ 4,517 950 96
Baker	\$ 110,400 00	\$ -----	\$ -----	\$ 110,400 00
Benton	79,500 00	12,069 36	85 51	91,654 87
Clackamas	116,450 40	11,928 83	6,402 03	134,781 26
Clatsop	164,720 00	4,907 75	-----	169,627 75
Columbia	23,700 00	11,120 00	184 00	35,004 00
Coos	165,519 25	9,135 96	1,172 98	175,828 19
Crook	38,450 00	12,928 61	1,108 89	52,487 50
Curry	4,000 00	1,995 02	655 00	6,650 42
Douglas	21,700 00	16,948 90	217 90	38,866 80
Gilliam	11,750 00	1,134 63	-----	12,884 63
Grant	9,600 00	4,670 50	76 25	14,346 75
Harney	36,300 00	7,691 05	307 69	44,298 74
Hood River	83,500 00	3,754 09	903 00	88,157 09
Jackson	306,540 75	75,247 47	12,012 11	393,800 33
Josephine	104,000 00	14,019 90	3,462 98	121,482 88
Klamath	90,000 00	-----	-----	90,000 00
Lake	-----	5,784 29	40 91	5,825 20
Lane	160,777 76	13,865 44	12,112 36	186,755 56
Lincoln	15,200 00	9,856 09	4,135 50	29,191 59
Linn	149,600 00	11,338 00	-----	160,938 00
Malheur	137,550 00	525 00	1,938 00	140,013 00
Marion	181,975 00	11,875 00	4,838 00	198,688 00
Morrow	12,800 00	276 09	265 35	13,341 44
Multnomah	802,900 00	757 93	392,986 03	1,196,643 96
Polk	122,600 00	19,501 80	3,196 00	145 297 80
Sherman	5,000 00	3,425 00	588 10	9,018 10
Tillamook	36,000 00	-----	-----	36,000 00
Umatilla	310,326 66	18,253 05	6,001 48	334,581 19
Union	117,225 00	1,685 70	463 50	119,374 20
Wallowa	59,522 80	8,784 83	940 45	69,248 08
Wasco	48,311 72	1,310 20	788 99	50,410 91
Washington	51,636 65	23,710 68	68 50	75,415 83
Wheeler	4,000 00	500 00	-----	4,500 00
Yamhill	147,238 61	14,962 16	246 27	162,447 04

STATEMENT.

Statistical table showing the number of districts and number of months' school held in each.

County	Six months	Seven months	Eight months	Nine months
	787	365	667	532
Totals				
Baker	26	8	9	22
Benton	19	10	15	8
Clackamas	17	32	46	34
Clatsop	10	3	7	17
Columbia	12	5	8	28
Coos	39	9	9	12
Crook	40	9	15	11
Curry	23	1	2	1
Douglas	90	18	7	18
Gilliam	24		6	6
Grant	23	7	9	7
Harney	31	3	2	5
Hood River		1	3	12
Jackson	25	17	8	36
Josephine	13	9	10	17
Klamath	12	3	6	18
Lake	6	4	7	3
Lane	57	32	55	25
Lincoln	40	9	6	8
Linn	30	35	44	17
Malheur	19	7	9	8
Marion	17	38	47	19
Morrow	20	5	12	8
Multnomah	4	2	6	42
Polk	8	18	36	8
Sherman	2	3	7	15
Tillamook	14	5	11	17
Umatilla	27	7	24	32
Union	19	10	13	17
Wallowa	39	4	9	8
Wasco	23	11	19	10
Washington	22	24	36	24
Wheeler	14		6	5
Yamhill	22	16	32	17

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913.

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

47

County	Postoffice	City superintendent		Principal of high school		
		Name	Annual salary	Name	Annual salary	
Average yearly salary of associate teachers in High School						
No. of teachers teaching classes in H. S.						
Number of years in High school course						
Average yearly salary of associate teachers in grammar school						
Number of associate teachers in grammar school						
Number of months' school during year						
Enrollment in High School						
Enrollment in all rooms, including High School						
Years in present position		Years in present position		Years in present position		
5	Baker	J. A. Churchill	\$2500 00	22	Miss Helen Stach	\$1,000
7	Haines	G. H. Colvin	900 00	2		
16	Huntington	Frank Sturgill	900 00	1		
17	Haines	Theodore Forcier	900 00	2		
24	Haines	Ray Murphy	1000 00	1		
61	Halfway	Prof. Stanton	765 00	1		
25	North Powder	J. J. Sturgill	1250 00	4		
45	New Bridge	E. R. Curfman	810 00	2		
48	Pine	Nora Baird	450 00	1		
44	Richland	Maud Halley	810 00	1		
31	Sumpter	R. M. Burham	1200 00	1		
7	Alsea	H. H. Collins	900 00	2		
34	Albany R. 4	F. J. Kisley	400 00	1		
26	Alpine	R. R. Bennett	560 00	1		
8	Corvallis R. 1	Louise McAlpin	585 00	1		
9	Corvallis R. 2	R. W. Kirk	1600 00	3		
20	Monroe R. 1	Genevieve Ryan	360 00	1		
23	Monroe R. 1	O. T. Olson	600 00	2		
25	Monroe	R. E. Cannon	600 00	1		
1	Wells	Lottie Blake	520 00	1		
20	Benton	A. A. Baldwin	560 00	1		
97	Barlow	Edith Ross	520 00	1		
44	Boring	Lettie Giegson	600 00	1		
26	Boring R. 3	Winnifred Roman	600 00	2		
107	Boring R. 3	Dorcas F. Hedin	540 00	2		
64	Clackamas	J. L. Ashton	765 00	1		
77	Clackamas R. 1	Raleigh H. Searle	700 00	5		
86	Canby	P. L. Coleman	675 00	2		
86	Estacada	C. F. Romig	900	2		
108	Gladstone					
115	Benton Vedder					
114	Geo. F. Thompson					
720	Jennings Lodge					

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913

County	Postoffice	Name	City Superintendent	Principal of high school	
				Years in present position	Annual salary
Clackamas					
	Marquam	16 H. H. Hargreaves	\$ 600.00	1	
	Milwaukee R. 1	1 Robert Goettz	1210.00	2	
	Milwaukee R. 1	28 A. W. Pfingsten	600.00	2	
	Milwaukee R. 2	49 Frances Potter	630.00	1	
	Milwaukee R. 2	119 Emilie C. Shaw	810.00	1	
	Molalla	35 J. E. Waggoner	800.00	1	
	Oregon City	62 F. J. S. Tooze	1850.00	4	H. T. Pfingsten
	Oregon City	3 Lucile Rickabaugh	630.00	1	105.00
	Oregon City R. 2	4 Anna Baehman	525.00	1	1
	Oregon City R. 4	32 Floyd T. Webb	360.00	1	40
	Oregon City R. 5	34 C. F. Anderson	1035.00	1	274.30
	Oregon City R. 1	43 F. J. Buchanan	765.00	2	41
	Oregon City R. 1	63 Ethel Yates	570.00	1	42
	Oak Grove	103 Samuel Adler	900.00	1	85
	Oswego	47 V. M. Vose	900.00	2	110.15
	Parkplace	48 W. G. Jolley	720.00	1	9
	Sherwood R. 5	41 Guy Larkins	600.00	1	24
	Springwater	24 Maude E. Ager	600.00	1	24
	Sandy	46 Elizabeth Canning	630.00	1	24
	Willamette	105 John R. Bowland	900.00	2	24
Clatsop	Astoria	1 John Gray Imel	2000.00	3	1425.00
	Seaside	10 J. W. Branstator	1080.00	6	210.26
	Westport	7 Alice E. Quint	765.00	1	45.4
Columbia	Clatskanie	5 Jesse McCord	1125.00	1	1080.00
	Clatskanie	15	595.00	1	765.00
	Deer Island	3	720.00	1	720.00
	Goble	20	720.00	1	720.00
	Houlton	39	680.00	2	680.00
	Quincy	25	720.00	3	720.00
	Rainier	13	1350.00	1	1350.00
	Scappoose	1	1125.00	2	1125.00
	Average yearly salary of associate teachers in high school				700.00
	No. of teachers teaching classes in H. S.				2
	Number of years in high school course				4
	Average yearly salary salary of associate t'ch'rs gram. schools				495.00
	Number of associate teachers in grammar schools				2
	Number of months' school during year				2
	Enrollment in High School				5
	Enrollment in all rooms, including high school				675.00
	Years in present position				
	Annual salary				

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

St. Helens	2	C. C. Thomason	2	600 00
Warren	7	J. W. Allen	2	600 00
Yankton	7	Mrs. Effie Wilson	1	1
Coos	30			
Bandon	54	H. L. Hopkins	1	1
Coquille	8	C. A. Howard	1	1
Marshfield	9	F. A. Tiedgen	2	1
Myrtle Point	41	A. T. Park	3	1
North Bend	13	A. G. Raab	7	1
Crook	12	J. B. Shouse	2	1
Laidlaw	53	F. H. Pinkstaff	1	1
Metolius	80	A. T. Lewark	2	1
Madras	22	C. V. Kilgore	1	1
Prineville	1	E. L. Coe	2	1
Prineville	1	J. E. Myers	2	1
Redmond	59	J. A. Thompson	2	1
Curry	1	F. Connor	1	1
Port Orford	1			
Port Orford	3			
Port Orford	3			
Port Orford	3			
Canyonville		E. E. West		
Canas Valley		Wallace Kellogg		
Drain		G. M. Sprague		
Days Creek		C. C. Cook		
Elkton		F. A. Goff		
Gardiner		J. H. Austin		
Glendale		B. H. Smith		
Myrtle Creek		Inez Miller		
Oakland		H. H. Bronson		
Riddle		J. W. Kerns		
Roseburg		J. W. Groves		
Sutherlin		E. J. Orman		
Wilbur		W. L. Starr		
Yoncalla		W. L. Beaumont		
Gilliam	3	P. J. Mulkey	1	1
Condon	25	J. C. Sturgill	7	1
Lone Rock	29	J. H. Dickinson	1	1
Condon				
Canyon City	1	W. J. Hammack	1	1
Izer		Arza M. Willis		
Monument				
Prairie City				
Drewsey				
Cascade Locks				
Grant				
Hart				
Hood River				

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1911-1912—*Continued*

County	Postoffice	City superintendent		Principal of high school	
		Name	Annual salary	Name	Annual salary
Hood River	Dee	14		Mrs. Nichols	675
	Hood River	12		J. E. Stubbs	1,350
	Hood River	3	\$1,500 00	J. B. Gibson	\$1,125
	Hood River	4		Geo. Tonkin	900
	Hood River	5		Della Rush	900
	Hood River	6		Ella Everson	675
	Hood River	7		C. R. McCoy	900
	Hood River	11		Hazel Stanton	675
	Hood River	13		Elizabeth Moss	720
Jackson	Geo. A. Briscoe	1800 00	2	F. E. Moore	1,125
		73		Mary E. Hopper	675
		40		Lora Couch	675
		91		W. E. Buchanan	900
		16		H. B. Shinn	680
		6		W. L. Greenleaf	1,350
		14		L. M. Sweet	675
		1200 00	1	Wm. Sudarth	810
	Bert A. Adams			J. C. F. Harrington	1,080
	J. C. F. Harrington			C. R. Bowman	1,500
	U. S. Collins	2000 00	3	D. O. Frederick	675
				C. E. English	675
				Florence Lansing	520
				V. A. Davis	675
				H. W. Ager	900
				F. C. Smith	900
				W. O. Wheeler	765
				Ralph Main	1,035
	R. R. Turner	1800 00	9	L. W. Turnbull	990
		7		Anna Fiestor	540
		3		J. G. Hill	585
Josephine	Grants Pass				
	Kerby				
	Merlin				
Average yearly salary of associate teachers in high schools					
No. of teachers teaching classes in H. S.					
Number of years in high school course					
Average yearly salary of associate teachers in grammar school					
Number of associate teachers in grammar school					
Number of months' school during year					
Enrollment in high school					
Enrollment in all rooms, including high school					
Years in present position		Years in present position		Years in present position	

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

51

Josephine	Selma		Elbert Powell	1	540.00	1	1
Kiamath	Bouanza	900.00	T. A. Barton	1	630.00	4	2
Kiamath	Rt. Kiamath	900.00	Kathryn C. Wells	2	630.00	2	1
Kiamath	R. H. Dunbar	\$1800.00	D. W. Wight	3	675.00	4	2
Merrill	D. W. Wight	1125.00	D. W. Wight	3	675.00	4	2
Merrill	B. P. Alexander	600.00			540.00		
Merrill	Gehrde Davidson	480.00			480.00		
Lake	T. A. Barton	1600.00	Guy E. Richards	1	540.00	1	1
Lake	O. M. Gardner	720.00	Mrs. P. M. Gorham	2	540.00	4	2
Lake	J. Allen Richards	2	James E. Dunton	1	450.00	4	2
Lake	A. Dovault	850.00	Madge Hamble	1	510.00	3	1
Lake	B. S. Walkelfield	1100.00	Willard W. Hewitt	1	400.00	4	2
Lake	B. S. McCormick	900.00	Geo. W. Hug	1	400.00	4	2
Lake	James E. Dunton	1300.00	N. A. Baker	1	400.00	4	2
Lake	Guy C. Stockton	2000.00	Louis E. Fairrow	2	495.00	3	2
Lake	Alfred Powers	1000.00	C. L. Thomas	1	560.00		
Lake	Elmira	139	Alfred Powers	1	400.00		
Lake	Eugene	52	S. A. McGavern	1	567.4		
Lake	Eugene R. I.	12	O. H. Jones	1	480.00	2	1
Lake	Florence	97	L. L. Ray	1	480.00	2	1
Lake	Goshen	13	E. L. Swift	1	450.00	4	3
Lake	Irving	86	Geo. T. Beck	1	350.00		
Lake	Junction City	69	C. N. Patterson	1	350.00		
Lake	Junction City	10	C. W. Tidd	1	45.6		
Lake	Leaburg	159	Eliel G. Green	1	314.00		
Lake	Locust, U. H. S.	126	C. A. Arebold	1	135.00		
Lake	Lowell, U. H. S.	9	Vera F. Todd	1	585.00		
Lake	Mapleola	79	R. E. Cooper	1	360.00		
Lake	Mapleton	32	D. J. Taylor	1	400.00		
Lake	Point Hill, U. H. S.	1	W. P. Sheridan	1	558.00		
Lake	Springfield	140.00	Ruth V. Grahm	1	400.00		
Lake	Springfield	174	M. E. Hays	1	400.00		
Lake	Thurston	7	A. B. Beebe	1	400.00		
Lake	Wendling	163	Gladys L. Shelley	1	400.00		
Lake	Walterville, U. H. S.	5	J. C. Holmes	1	370.00		
Lake	Walterville, U. H. S.	6	T. O. Hitchinson	1	400.00		
Lake	Waterville	57	R. J. Davis	1	607.50		
Lake	Waterville	65	A. H. Weber	1	567.00		
Lake	Newport	3	Bert P. Lovett	1	517.50		
Lake	Toledo	2					
Lake	Walport	12					
Lincoln	Albany	1500.00	L. L. Marquam	1	510.00	4	3
Lincoln	C. W. Kochicher	1500.00					

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1911-1912—Continued

County	Postoffice	City superintendent		Principal of high school	
		Name	Annual salary	Name	Annual salary
Number of district					
		74 Brownsville	900 P. E. Baker	P. G. Baker	675 00
		110 Crabtree	1 700	J. N. Belyen	1
		3 Crawfordsville	2 600	Gustave VanFlect	1
		42 Harrisburg	2 1,100	L. L. Gooding	1
		41 Halsey	2 900	Fred Shepman	1
		16 Lebanon	1 1,600 00	C. C. Baker	1
		102 Lacob	1 1600 00	M. E. Arnold	1
		129 Mill City	1 102	C. G. Springer	1
		52 N. Brownsville	1 129	C. F. Voltman	1
		36 Oakville	1 52	J. N. Bennett	1
		138 Plainview	1 36	C. E. Parker	1
		13 Sodaville	1 138	C. L. Knapp	1
		53 Sweet Home	1 13	R. W. Van Fleet	1
		37 Shedd	1 53	F. M. Maxwell	1
		95 Scio	1 37	Fred J. Gray	1
		26 Tangent	1 95	C. A. Lyon	1
		1 Brogan	1 26	J. P. Loveless	1
		3 Jordan Valley	1 1	1,035	1
		13 Malheur	1 900 00	C. D. Rush	1
		26 Nyssa	1 1200 00	R. G. White	1
		8 Ontario	1 1750 00	E. G. Bailey	1
		30 Ontario, R. F. D.	1 1395 00	G. A. Ruring	1
		6 Vale	1 6	N. T. Conklin	1
		Westfall			
		Melneur			
		1 Aumsville			
		11 Aurora			
		23 Brooks			
		31 Central Howell			
		Clear Lake			
		Cloverdale			
		Evergreen			
		Fruitland			
		Gervais			
		Marion			
		11 P. C. Fulton			
		23 A. C. Thompson			
		31 Faith Kennedy			
		40 Ethel Miller			
		Fannie Funk			
		11 Ernest Wallace			
		10 Floyd Boyington			
		76 W. C. Gaunt			
		76 M. G. Gant			

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

53

Hubbard -----	Clarence Phillips	720 00	1	720 00
Hazel Green -----	Rosset Keizer	455 00	2	
Jefferson -----	W. E. Moses	900 00	2	
Keizer -----	R. M. Roberts	480 00		
Liberly -----	R. L. Young	600 00		
Mc. Angel -----	R. A. Palmer	1,150 00		
Marion -----	Jannie Douglass	600 00		
North Santiam -----	Fannie Douglass	325 00		
North Howell -----	F. P. Sherwood	490 00		
Pratim -----	J. A. Johnson	480 00		
Parkersville -----	Frances Helmick	110 00		
Sh. Paul -----	Sister M. Bonelli	685 00		
Salem -----	P. M. Mitchell	600 00		
Silverton -----	P. J. Knott	2,100 00	1	
Stayton -----	Wm. P. Cameron	1,250 00		
Scotts Mills -----	Nora Crabtree	630 00	2	
Salem Heights -----	T. A. Lindsay	680 00		
Turner -----	O. L. Dunlap	560 00		
Woodburn -----	T. J. Skirvin	610 00		
West Shaylon -----	A. Dawkins	1,500 00	1	
	Edna Penee	520 00		
Morrow -----	H. H. Hoffman	1,500 00	3	
Hardman -----	H. M. Allen	600 00	1	
Irrigon -----	I. B. Kicker	810 00	7	
Lone -----	J. A. Briggs	1,500 00	1	
Lexington -----	I. A. Doak	900 00	1	
Geone -----	J. B. Leni	720 00	3	
Gresham R. 2 -----	Eva M. Campbell	510 00		
Gresham -----	R. Stromberg	1,250 00		
Gresham R. 2 Jl.	G. R. Robinson	810 00	1	
Gresham R. 3 Jl.	C. M. Quicksell	675 00		
Hillsdale Jl. -----	Geo. W. Metzger	675 00		
Hillsdale -----	M. S. Lovence	810 00	2	
Hillsdale R. 1 -----	Marcelline B. Gross	630 00	2	
Hillsdale R. 2 -----	Elsie Christensen	675 00	3	
Linnion -----	Marie M. Frantz	765 00		
Lents -----	Ola Norman	800 00	1	
Portland -----	Mrs. D. P. Matthews	720 00	2	
	Frank Righler	1,500 00	16	
St. Johns -----	T. T. Davis	3,000	15	
Trousdale -----	H. H. Boyd	1,800 00	4	
	W. L. Baird	765 00		
Polk -----	E. M. Haley	720 00		
Airtoi -----	Clarence Booth	585 00		
Black Rock -----	W. I. Reynolds	680 00	1	
Buena Vista -----	H. J. Peary	765 00		
Bullion -----	W. I. Ford	1,000 00	3	
Dallas -----	B. A. Teals	765	2	

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913—*Continued.*

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

55

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913—Concluded.

County	Postoffice	Number of district	City superintendent		Principal of high school		Average yearly salary of associate teachers in High School
			Name	Annual salary	Name	Annual salary	
Yamhill		21	Gaston	600	R. M. Burleigh	400	1
		22	Lafayette	900	John B. Hatch	480	3
		40	McMinnville	1200	H. F. Wilson	495	20
		13	McMinnville	10	Chas. Gilson	400	9
		78	McMinnville	1	Mabel Magness	400	18
		29	Newberg	766	W. L. Arrant	495	12
		9	Newberg	675	F. L. Strait	585	8
		54	Newberg	675	John Hanson	495	10
		88	Newberg	720	Frank Deach	510	9
		48	Rex	1125	E. H. Dickson	540	7
		56	Sheridan	520	Ethel Keiler	400	8
		30	Springbrook	990	C. A. McKee	540	17
		16	Willamina	1	C. L. Van Wormer	540	9
			Yamhill	107		540	3

COMPARATIVE STATISTICS

Showing the educational progress of the State since the organization of the department, 1873.

Year	Number of districts	Average monthly salary of male teachers	Average monthly salary of female teachers	Whole amount paid to teachers during year	Received from district tax	Received from county tax	Received from State funds	Total amount of school fund received	Value of school property
1873	642	\$ 47.51	\$ 43.70	\$ 151,914.00	\$ 71,152.00	\$ 80,437.00	\$ 32,420.00	\$ 184,010.00	\$ 322,440.00
1874	680	4.5	31.46	157,103.00	47,243.00	87,573.00	31,589.00	204,760.00	332,764.00
1875	755	4.1	45.68	323.64	143,962.00	92,035.00	117,182.00	33,367.00	304,737.00
1876	795	4.9	49.20	34.73	181,902.00	67,852.00	122,189.00	51,226.00	258,871.00
1877	750	4.3	47.21	34.87	182,714.00	51,009.00	118,053.00	269,822.00	442,540.00
1878	904	4.6	45.25	34.30	191,571.00	73,456.00	125,704.00	235,551.00	335,563.00
1879	978	4.4	43.90	33.80	205,523.00	81,189.00	119,728.00	33,237.00	258,785.00
1880	1,007	4.5	44.19	33.38	210,429.00	79,562.00	133,477.00	36,910.00	483,058.00
1881	1,037	4.3	42.26	31.72	231,818.00	91,568.00	146,806.00	33,080.00	520,963.00
1882	1,093	4.5	43.95	31.63	249,378.00	102,810.00	141,980.00	358,048.00	567,863.00
1883	1,131	4.3	45.15	33.47	259,370.82	131,356.20	177,181.47	59,662.00	657,468.00
1884	1,206	4.5	46.75	34.45	286,959.55	151,067.16	195,397.90	53,370.96	684,297.00
1885	1,236	4.7	48.22	36.96	312,186.37	141,124.48	200,141.81	77,928.48	538,798.51
1886	1,371	5.0	46.20	34.65	375,158.49	131,580.08	260,261.54	75,565.11	501,599.95
1887	1,491	4.9	45.78	34.70	413,515.36	165,446.65	286,377.33	85,625.80	60,984.74
1888	1,518	5.5	46.20	36.97	424,936.50	179,785.22	222,243.62	93,448.86	823,409.82
1889	1,600	5.3	40.31	36.75	506,594.90	172,639.98	416,911.50	916,407.39	1,454,506.49
1890	1,693	5.9	46.43	38.46	563,593.64	229,471.71	411,765.03	1,062,890.13	1,769,450.41
1891	1,747	5.5	50.08	42.43	641,612.77	278,142.81	479,216.77	164,965.13	1,234,196.18
1892	1,826	5.6	50.04	41.91	676,973.93	314,317.89	528,230.55	151,861.54	1,324,797.70
1893	1,915	5.3	51.11	41.74	731,869.48	429,664.21	576,147.58	175,504.68	2,494,233.89
1894	1,890	5.4	50.00	39.56	825,042.96	63,006.24	622,558.67	162,947.65	1,449,614.86
1895	1,953	6.2	46.44	37.88	787,176.69	223,985.22	697,411.69	123,728.33	1,205,100.64
1896	1,891	6.3	45.16	37.42	784,967.62	282,719.27	714,921.36	136,457.29	2,797,038.70
1897	2,001	6.4	41.75	33.97	782,183.91	203,887.92	651,437.04	137,808.62	1,284,664.06
1898	2,014	6.5	42.02	33.75	795,052.29	224,615.48	660,863.11	123,562.04	1,187,484.19
1899	2,061	5.7	42.96	34.81	826,385.47	251,536.60	617,061.28	123,775.29	1,232,940.41
1900	2,081	5.8	44.46	35.53	898,162.54	339,078.04	821,598.15	203,407.86	1,278,224.90
1901	2,094	5.9	45.86	36.09	918,939.74	382,542.31	619,933.22	208,047.67	1,595,987.22
1902	2,121	6.1	42.02	34.95	795,052.29	224,615.48	660,863.11	1,098,100.19	1,098,100.19
1903	2,143	5.8	51.30	40.02	1,049,180.18	572,899.72	756,362.99	214,029.77	2,377,737.07
1904	2,169	5.9	54.22	42.05	1,161,348.05	647,224.30	760,667.61	215,234.48	2,457,993.19
1905	2,161	6.0	55.69	43.50	1,270,685.76	794,475.19	860,964.28	239,316.40	2,627,985.66
1906	2,171	6.1	60.02	44.95	1,421,914.23	828,330.11	1,078,720.20	257,332.00	2,817,559.97
1907	2,203	6.2	63.36	47.41	1,588,043.13	1,003,145.99	1,188,204.94	266,642.26	3,894,083.00
1908	2,222	6.3	54.22	42.05	1,611,348.05	647,224.30	760,667.61	215,234.48	2,457,993.19
1909	2,243	6.4	65.61	43.50	1,720,685.76	794,475.19	860,964.28	239,316.40	2,627,985.66
1910	2,266	6.9	69.25	51.97	2,035,735.98	1,921,123.52	1,216,527.71	254,510.38	4,670,979.00
1911	2,265	7.1	73.53	55.05	2,299,689.42	2,316,555.69	1,322,084.93	320,272.27	7,696,444.01
1912	-----	7.2	67.53	57.53	2,659,926.94	2,631,944.71	1,098,909.89	8,624,731.43	10,884,334.20
	6	-----	82.11	69.96	2,985,617.96	3,604,396.15	337,122.19	354,365.73	12,389,307.52

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

SUPERVISORS' REPORT.

SUPERVISORS' REPORT—Concluded.

Ida May Smith, Yamhill County		49		49	
J. H. Jack, Washington Co.		96		66	
C. T. Bonney, Wasco County,		36		167	
George Tonkin, Umatilla County		33		36	
A. E. White, Umatilla County		38		41	
H. H. Parsons, Polk County		51		51	
Lizzie Cornelius, Marion County		45		65	
J. W. L. Smith, Marion County		45		81	
J. Benner, Linn County		50		57	
J. W. Bolin, Linn County		56		57	
Geo. Bether, Lincoln County		41		45	
School districts in operation during year					
Rooms in high school districts organized during year					
Union high schools in operation					
District high schools in operation					
Districts adding grades above the eighth during year					
Districts with grades above the eighth in operation					
Districts consolidated					
New school houses built					
Number in which heating plant was installed					
Number of heating plants previously installed					
School houses where window boards were installed					
Schools where window boards were previously installed					
Number in which the system of lighting was improved					
Number in which sanitary conditions were improved					
Number where sanitary conditions are not satisfactory					
School districts securing more school ground					
Local meetings held					
Interschool contests					
Teachers' meetings held					
Illustrated lectures given					
Districts in which books were added to the library by					
Other means than the regular tax					
Children in districts of the third class					
Children preparing exhibits for local, county, district or					
State fair					
Visits made to schools during year					
Average length of time devoted to each visit, hours					
Visits made to school officers in their homes					

STATE SCHOOLS OF OREGON

UNIVERSITY OF OREGON

THE BOARD OF REGENTS

OFFICERS

Hon. Robert S. Bean, *President.*L. H. Johnson, *Secretary.*

EXECUTIVE COMMITTEE

Hon. Robert S. Bean, *Chairman.*

Hon. Cyrus A. Dolph.

Hon. Samson H. Friendly.

Hon. W. K. Newell.

Hon. Milton A. Miller.

EX-OFFICIO MEMBERS.

Hon. Oswald West, <i>Governor</i>	Salem
Hon. Ben W. Olcott, <i>Secretary of State</i>	Salem
Hon. L. R. Alderman, <i>Supt. of Public Instruction</i>	Salem

APPOINTED BY THE GOVERNOR.

Hon. Nehemiah L. Butler, <i>Dallas</i>	April 15, 1911
Hon. James W. Hamilton, <i>Roseburg</i>	April 1, 1913
Hon. Cyrus A. Dolph, <i>Portland</i>	April 15, 1915
Hon. William Smith, <i>Baker City</i>	April 15, 1915
Hon. Frederick V. Holman, <i>Portland</i>	April 15, 1915
Hon. R. S. Bean, <i>Portland</i>	April 15, 1917
Hon. Milton A. Miller, <i>Lebanon</i>	April 15, 1917
Hon. Samson H. Friendly, <i>Eugene</i>	April 15, 1919
Hon. W. K. Newell, <i>Gaston</i>	April 15, 1921
Hon. A. C. Dixon, <i>Eugene</i>	April 15, 1921
Hon. Charles H. Fisher, <i>Eugene</i>	April 15, 1921

ADMINISTRATIVE OFFICERS

THE UNIVERSITY.

P. L. Campbell, B. A.	President
A. R. Tiffany, B. A.	Registrar
Louis H. Johnson	Financial Agent
M. H. Douglas, M. A.	Librarian

THE COLLEGES AND SCHOOLS.

Frederick George Young, B. A.	Dean of Graduate School
John Straub, M. A....	Dean of College of Literature, Science, and the Arts
Edward Hiram McAlister, M. A.....	Dean of College of Engineering
Charles J. C. Bennett, Ph. D.....	Dean of School of Education
Simeon Edward Josephi, M. D.....	Dean of School of Medicine
C. U. Gantenbein, LL. B.....	Dean of School of Law
Mary G. Morgan	Acting Dean of School of Music
Ruth Guppy	Dean of Women

THE LIBRARY AND GYMNASIUM.

M. H. Douglass	Librarian
William L. Hayward	Director of Men's Gymnasium
Bertha S. Stuart, M. D.	Director of Women's Gymnasium

THE UNIVERSITY.

The University of Oregon comprises the following colleges and schools:

The Graduate School.

The College of Literature, Science and the Arts:

General courses in Liberal Arts, including the departments of Botany, Zoology, Chemistry, Economics and Sociology, Politics, Rhetoric and American Literature, English Language and Early English Literature, Modern English Literature, Geology, French, German, Journalism, Spanish, Italian, Greek, Latin, History, Mathematics, Education, Philosophy, Physical Education, Physics, and Psychology.

Special courses, including Course Preparatory to Medicine and Dentistry.

Course Preparatory to Law.

School of Commerce.

The College of Engineering:

Civil Engineering.

Electrical Engineering.

Railroad Engineering.

Chemical Engineering.

The School of Education:

A four years' course.

The Summer School:

A six weeks' course.

The Correspondence School.

The School of Music:

General courses in Theory and Harmony.

Piano.

Voice.

Violin.

The School of Medicine (at Portland):

A four years' course.

The School of Law (at Portland):

A three years' course.

The Graduate School.—In each of the colleges there are advanced courses leading to graduate degrees. These courses are open to graduates of any reputable college, upon presentation of diploma, provided the preparation of the candidate is satisfactory to the Graduate Council.

The College of Literature, Science and the Arts contains the general groups of studies leading to the degree of Bachelor of Arts. Each group covers four years.

The School of Commerce will offer a four years' course, with special reference to administration of large commercial and manufacturing interests.

The College of Science and Engineering contains the courses in science and engineering that lead to the degrees of Bachelor of Science, and Civil, Electrical, and Chemical Engineer. The courses cover four and five years.

The courses preparatory to medicine and dentistry cover four years and prepare students for the School of Medicine of the University of Oregon and other standard schools. The course enables students to

anticipate one year of the course in the Schools of Medicine and Dentistry.

The School of Education aims (1) to train teachers for the High Schools of Oregon (2) to train supervisors, principals, and superintendents, who, in addition to the mastery of elementary methods required by the Normal Schools, need an acquaintance with certain social, economic and educational data which can be obtained only in institutions of college rank, (3) to acquaint the students of the University with the information necessary to the solution of the chief educational problems.

The Summer School.—The principal reason for the organization of the summer session at the University of Oregon is for the aid it may render in the general education of the people of the State. The University believes this may be accomplished in no better way than by promoting the efficiency of the public school teachers by offering instruction during part of the summer suitable to their needs and by placing its valuable equipment at their service. An excellent opportunity is given superintendents, principals and teachers to meet those from other parts of the State to their mutual benefit.

The Correspondence School.—The constant aim of the regents has been to make the University serve the people of the State to the fullest possible extent—to give every man a chance to get the highest education at the smallest practical cost—to bring the University and the home in close touch. A step of very great importance in accomplishing this has been the establishment of the correspondence department. College credit is given on the satisfactory completion of correspondence work, if desired.

The School of Music offers instruction in various branches of instrumental and vocal music and in the theory of music.

The School of Medicine offers a course covering four years, one of which may be anticipated by the courses preparatory to medicine. The degree M. D. follows the course in the School of Medicine.

The School of Law offers a two years' course leading to the degree of Bachelor of Law.

HISTORY AND ORGANIZATION.

The University of Oregon is an integral part of the public school system of the State, and embraces (exclusive of the Graduate School) the thirteenth, fourteenth, fifteenth, and sixteenth grades of the public school system. The University simply finishes the work begun in the grammar and public schools and continued in the high schools.

Practically the institution opens its doors to all the sons and daughters of the State, and to all students, wherever their homes, without discrimination. The broad, helpful spirit of a real university is seen in its organization and its provisions for meeting as many of the needs of the young men and women of the State as possible, provided only they are prepared for the courses offered.

The University of Oregon was founded by legislative act in 1872, by which act the University was located at Eugene. Regular instruction began in 1876. Eugene is 123 miles south of Portland, on the Willamette River and at the head of the Willamette Valley. It is on the direct line of the Southern Pacific railroad. Eugene is the county seat of Lane County, has 12,000 population, a large high school and excellent grammar schools. The church and society privileges for students are excellent, and the cost of living is low. There are no saloons in Eugene.

GROUNDS.

The University grounds are situated about one mile southeast of the center of the city. Electric cars pass the campus every few minutes,

giving easy communication with the business section and other parts of the city. The campus contains 80 acres of land, about evenly divided into two sections by East Thirteenth street. On the north campus are located the main University buildings; on the south campus, the girls' dormitories, the President's house, and the athletic field. The buildings are situated on the natural rise of ground overlooking the city. Native and exotic trees and plants are interspersed here and there with rose hedges and flower gardens. The whole is a beautifully kept lawn, with handsome walks and drives, and is one of the beauty spots of the State. The Willamette River flows along its northern border and the snow-covered Three Sisters and the peaks of the Coast Range are in full view.

GENERAL INFORMATION.

The University year consists of forty weeks, beginning in 1912 on Tuesday, the 17th of September. Commencement day occurs on Wednesday, June 18, 1913. The year is divided into two semesters of twenty weeks each.

REGISTRATION.

Students are required to present themselves on the proper days at the office of the Registrar, in Villard Hall, for the purpose of registration. By a rule of the board of regents, no student can register without having first paid the incidental fee. Students will register for the number of hours required in their course.

TUITION AND FEES.

There is no tuition at the University of Oregon. The incidental fee, payable each year by students in all departments of the University is \$10. There is also student-body tax of \$5.00 per year for the support of student enterprises. The fees in the School of Music vary with the instruction.

A diploma fee of \$10 is charged for the first degree taken, and of \$10 for each succeeding degree. The rules prescribe that no person shall be recommended for a degree until he has paid all dues, including the diploma fee.

LABORATORY FEES.

In all laboratory courses, in whatever department, a deposit is required to cover waste and breakage. At the end of the year the balance of the deposit, over and above waste and breakage, will be returned to the student. The amount of the deposit varies according to the courses taken.

GENERAL EXPENSES.

Comparative statement of student's expenses for the academic year, from September to June:

	Low	Average	Liberal
Incidental Fee	\$ 10.00	\$ 10.00	\$ 10.00
Student Body Tax	5.00	5.00	5.00
Board and Room	162.00	192.00	270.00
Sundries	33.00	93.00	115.00
	<hr/>	<hr/>	<hr/>
	\$210.00	\$300.00	\$400.00

The expenses of one person for a year vary according to the circumstances of the case, but, as will be seen from the above statement, are

in general very low. The following estimate is probably substantially correct: Room from \$0.75 to \$3.00 per week; board from \$3.50 to \$5.00 per week; board and room in Men's Dormitory, \$4.00 per week; board and room in Women's Dormitory, approximately \$4.50 and \$5.00 per week; books from \$5.00 to \$12.00 per year. Students often rent rooms and do light housekeeping, thus reducing the cost of living to a very low point.

SELF-SUPPORT.

Seventy per cent of the men attending the University are either wholly or partly earning their own way by work in the summers and work done during the college year. Eugene is a rapidly growing town of 12,000 inhabitants, whose citizens are friendly to the University and take pleasure in affording to students the opportunity to earn their necessary expenses. The work available during the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The Y. M. C. A. conducts a free labor bureau, which is at the service of the students. The demand for student help is usually larger than the supply.

REQUIREMENTS FOR ENTRANCE TO THE UNIVERSITY.

For entrance to the freshman class, fifteen units will be required; *provided*, that conditions amounting to two units may be allowed, if the applicant's work is otherwise satisfactory.

A unit means a study running one year (thirty-six weeks) five times a week, with recitations forty minutes long.

	Units.
English	3
Algebra (Wells' Essentials)	$1\frac{1}{2}$
Geometry, Plane	1
History	1
Physics	1
Foreign Language	$\underline{2}$
	$9\frac{1}{2}$

The balance of the fifteen units must be made up from the following:

	Units.
Latin	1 or 2
German	1 or 2
Botany	1
Physics or Chemistry	1
History, Modern	1
History, American and Constitution	1
Zoology	$\frac{1}{2}$
Astronomy	$\frac{1}{2}$
Geology	$\frac{1}{2}$
Physiology	$\frac{1}{2}$
Higher Arithmetic	$\frac{1}{2}$
Elementary Political Economy	$\frac{1}{2}$
Bookkeeping	$\frac{1}{2}$
Drawing, mechanical or free hand	$\frac{1}{2}$
By combining any two	1

THE COLLEGE.

The University has adopted practically a free elective system of undergraduate study, with a major requirement not to exceed one-third of the one hundred and twenty semester hours necessary for graduation. The only specific requirements, besides the major, are six semester hours of English Composition, four semester hours of gymnasium work, and two year-courses in some language other than English.

REQUIREMENTS FOR GRADUATION.

The degree of Bachelor of Arts is conferred upon students of the College of Literature, Science, and the Arts, who have been in residence at least one academic year, and who have secured one hundred and twenty semester hours of credit, exclusive of physical training; but the degree of Bachelor of Science may be conferred upon students conforming to the requirements enumerated above and electing majors in Natural Science or Mathematics; *provided*, that written request for this degree be filed with the Registrar of the University at least thirty days before the date upon which the degree is to be granted.

THE GRADUATE SCHOOL.

The Graduate School in the different departments adapts its work to the needs:

1. Of those desiring to fit themselves for higher positions in the work of education and who as preparation for this work seek to specialize along definite lines.
2. Of those desiring to utilize the opportunities offered by the University to gain greater proficiency in other lines of professional activity or public service.
3. Of those competent to undertake research problems in any department of study and to be of service in the advancement of knowledge. Provision has been made for the publication under the auspices of the University of the results of especially meritorious work of this kind.

The University now offers the following advanced degrees: Master of Arts, Master of Science, Civil Engineer, Electrical Engineer, Chemical Engineer, Mining Engineer.

PUBLICATIONS.

The University of Oregon bulletins are published monthly. They furnish definite information in regard to the current work of the University, including the results of special research undertaken by the various departments. They are sent free on application to the Registrar.

The Oregon Emerald is published three times a week during the college year by the student body of the University. The paper is devoted to general college news, and aims to keep the students, faculty, and alumni posted concerning the every-day happenings at the University and neighboring institutions. The staff consists of an editor-in-chief, with associate editors, and a managing editor, with assistants. The various members of the staff are elected at the beginning of each semester.

The University of Oregon Monthly is a monthly magazine published by the student body of the University. It is confined to literary articles written by students, alumni, and other persons connected with the institution. The aim of the Monthly is to arouse and cultivate among the students practical literary ability; and also to serve as a medium between the University and its alumni.

For catalogue of the University, address Registrar, University of Oregon, Eugene, Oregon.

THE OREGON AGRICULTURAL COLLEGE
Corvallis, Oregon.

BOARD OF REGENTS

OFFICERS.

Hon. J. K. Weatherford, <i>President</i>	Albany
Hon. E. E. Wilson, <i>Secretary</i>	Corvallis
Hon. B. F. Irvine, <i>Treasurer</i>	Portland

EX-OFFICIO MEMBERS.

Hon. Oswald West, <i>Governor of the State</i>	Salem
Hon. Ben W. Olcott, <i>Secretary of State</i>	Salem
Hon. L. R. Alderman, <i>Supt. of Public Instruction</i>	Salem
Hon. Charles E. Spence, <i>Master of State Grange</i>	Canby

APPOINTED BY THE GOVERNOR.

Mrs. Clara H. Waldo, <i>Portland</i>	1915
Hon. E. E. Wilson, <i>Corvallis</i>	1915
Hon. B. F. Irvine, <i>Portland</i>	1915
Hon. J. T. Apperson, <i>Parkplace</i>	1918
Hon. J. K. Weatherford, <i>Albany</i>	1918
Hon. C. L. Hawley, <i>McCoy</i>	1918
Hon. Geo. M. Cornwall, <i>Portland</i>	1921
Hon. Walter M. Pierce, <i>La Grande</i>	1921
Hon. H. Von der Hellen, <i>Wellen</i>	1921

OFFICERS OF ADMINISTRATION AND INSTRUCTION.

ADMINISTRATIVE COUNCIL

William Jasper Kerr, D. Sc.	<i>President</i>
James Withycombe, M. Agr.	<i>Director of the Experiment Station</i>
Professor of Animal Husbandry.	
Arthur Burton Cordley, M. S.	<i>Dean of the School of Agriculture</i>
Professor of Zoology and Entomology.	
Grant Adelbert Covell, M. E.	<i>Dean of the School of Engineering and Mechanic Arts</i>
Professor of Mechanical Engineering.	
John Andrew Bexell, A. M.	<i>Dean of the School of Commerce</i>
Professor of Business Administration.	
Edwin Devore Ressler, A. M.	<i>Director of the Summer School</i>
Professor of Industrial Pedagogy.	
Anna Zou Crayne, A. B., M. D.	<i>Dean of Women</i>
Preceptress of Women's Dormitory.	
Henrietta Willard Calvin, S. B.	<i>Dean of the School of Domestic Science and Art</i>
Professor of Domestic Science.	
Ralph Dorn Hetzel, A. B., LL. B.	<i>Director of Extension Work</i>
Professor of Public Speaking.	

PURPOSE AND SCOPE.

A Federal as well as a State institution, the Oregon Agricultural College is in harmony with the spirit and policy of the best land-grant colleges of the United States. While it is under the supervision of the State, it receives its support in part from the Federal Government. The leading object of the college, to quote the words of Senator Morrill, framer of the Congressional Act which endowed the agricultural and mechanical colleges, is "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Its fundamental purpose is to offer an opportunity "for a liberal and larger education to larger numbers, not merely to those destined to sedentary professions, but to those much needing higher instruction for the world's business, for the industrial pursuits and professions of life." Its field, therefore, is to provide both a technical and liberal education—an education for skill and efficiency, but for culture as well. The distinctive technical work covers the three great fields—production, manufacture, and commerce. Special attention is given to the application of science; all the practical work in the laboratories, the shops, and the orchards, and the experimental work on the farm, is based on scientific principles. While the industrial or technical work is emphasized, the importance of a thorough general training of mind development and culture is recognized throughout the institution. The work, therefore, covers a broad field, including technical courses in agriculture, forestry, engineering, and mechanic arts, domestic science and art, commerce, and pharmacy, together with the necessary training in the basic subjects of mathematics and the natural and physical sciences; but including also the general training in language, literature, history, and civics which constitute an essential part of a liberal education. In all the work of the institution, the principle is recognized that the *man* and the *woman* come before the vocation or profession; and that the object of instruction is to develop high ideals of manhood and womanhood, to foster all that makes for right living and good citizenship. The scope and purpose of the college, in short, to revert again to the words of Senator Morrill, is to provide an education which shall "prove useful in building up a great nation—great in its resources of wealth and power but greatest of all in the aggregate of its intelligence and virtue."

COURSES OF STUDY.

The Oregon Agricultural College offers the following courses of study, each of which extends over four years, and leads to the degree of Bachelor of Science:

I. *Agriculture*, offering major courses in—

- (a) Agricultural Chemistry,
- (b) Agronomy,
- (c) Animal Husbandry,
- (d) Bacteriology,
- (e) Dairy Husbandry,
- (f) Entomology,
- (g) Horticulture,
- (h) Plant Pathology,
- (i) Poultry Husbandry;

II. *Forestry*;III. *Domestic Science and Art*;

IV. *Engineering*, offering major courses in—

- (a) Civil Engineering,
- (b) Electrical Engineering,
- (c) Mechanical Engineering,
- (d) Mining Engineering;

V. *Commerce*;VI. *Pharmacy*.

In addition to the above courses, leading to a degree, provision has been made for the following secondary courses:

Two-year courses in Agriculture, Forestry, Mechanic Arts, Domestic Science and Art, Commerce, and Pharmacy. A half-year course in Dairying.

During the year there are also offered the following short courses: A four-week course in Agronomy, Animal Husbandry, Horticulture, Dairying, Forest Rangers, Domestic Science and Art; Farmers' Week; a six-week Summer School.

The secondary courses are strictly vocational, although as much attention as possible is given to elementary science, and to mathematics, English, history, and drawing. The main purpose in their establishment is to give such information and training as will be of the greatest possible value to those who cannot continue their work through the regular degree courses. In each course, students are allowed to take the special subjects in which they have the greatest individual interest. A brief outline of what the courses include will show their practical utility. The work in Agriculture includes such subjects as soils and field crops, irrigation and drainage, dairying, live stock, fruit growing, fruit pests, and gardening; in Forestry, elementary studies relating to the forest service, forest productions and industries, and to the management of forest properties; in Domestic Science and Art, cooking, marketing, plain sewing, millinery, dressmaking, house sanitation, hygiene, and home nursing; in Commerce, stenography, typewriting, and accounting; and in Mechanic Arts, such handicrafts as carpentry, cabinet making, blacksmithing, machine work, foundry work, steam fitting, plumbing, and electrical construction.

The Winter Short Courses, established sixteen years ago, have proved increasingly popular. Fifteen hundred people, with ages ranging from sixteen to over seventy five, attended these courses in 1911.

ADMISSION.

Good moral character is a requisite for admission. Students from other colleges or universities are required to furnish from these institutions certificates of honorable dismissal.

SECONDARY COURSES.

To enter these courses, applicants must have completed the work required in the eighth grade of the public schools, and should have on file at the Registrar's office the eighth grade diploma. Secondary courses are maintained for the benefit of those students who desire industrial training; and no one will be admitted to them except those who live in parts of the State where no provision is made in the public schools for industrial work. The minimum age of those entering the Secondary courses in Agriculture, Forestry, Mechanic Arts, Domestic Science and Art, is fifteen years. Those entering as special students must be at least eighteen years of age.

DEGREE COURSES.

For admission to the freshman class in any course in the college, the applicant must be at least sixteen years of age and must have completed all the subjects prescribed in the first and second years of the Oregon State High School Course, or their equivalent, and should have on file at the Registrar's office a certificate of record showing work completed in the high school.

The following credits are entrance requirements for admission to the freshman year: English 2, Algebra 1½, Plane Geometry 1, Electives 4½. A credit represents the work of thirty-six weeks with five recitations a week and forty-five minutes to the recitation. Certificates from accredited high schools and academies will be accepted in lieu of examinations. Students who have completed any of the Secondary industrial courses offered by the college may be admitted without examination to the corresponding degree courses.

STUDENT EXPENSES.

Tuition is free. An annual entrance fee of \$5.00 is charged; the fee for entrance to the winter short courses is \$1.00; a diploma fee of \$5.00 and a fee of \$1.00 for binding the graduation thesis is charged upon graduation; an incidental, or student, fee of \$2.00; payable at the beginning of each semester, is required of all students.

Nominal fees are charged in most of the laboratory courses, varying from \$2.00 to \$10.00 per year, depending upon the course pursued and the kind and grade of work being done.

Through all its agencies of extension, the college has come into actual touch, during the past biennium, with 118,370 Oregonians. In addition to this, the college has published and distributed throughout the State three bulletins, in issues of 50,000 each, a phase of extension work made possible by the financial assistance of the Oregon Bankers' Association, the Portland Union Stock Yards, the Portland Commercial Club, and the office of the State Superintendent of Public Instruction.

OREGON NORMAL SCHOOL

Monmouth, Oregon.

BOARD OF REGENTS OF NORMAL SCHOOLS.

REGENTS EX-OFFICIO.

Oswald West, <i>Governor</i>	Salem
Ben W. Olcott, <i>Secretary of State</i>	Salem
L. R. Alderman, <i>Superintendent of Public Instruction</i>	Salem

REGENTS BY APPOINTMENT.

Stephen Jewell, <i>Grants Pass</i>	July 1, 1913
C. E. Spence, <i>Oregon City</i>	July 1, 1914
E. Hofer, <i>Salem</i>	July 1, 1915
W. C. Bryant, <i>Moro</i>	July 1, 1916
Cornelia Marvin, <i>Salem</i>	July 1, 1917
Henry J. Maier, <i>The Dalles</i>	July 1, 1918

OFFICERS OF THE BOARD.

Oswald West, <i>President</i>	J. H. Ackerman, <i>Secretary</i> .
President of the Faculty.....	J. H. Ackerman, Monmouth

GENERAL INFORMATION.

COURSES OF STUDY.

A. Standard Normal Course.

(a) *Entrance*.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(b) *Graduation*.—The completion of the four years of the secondary school and two years additional work, including a thorough review of the common branches, and training in the practice school. It is practically a five-year course above the ninth grade. The total attendance for graduation in a secondary school and in the Normal School shall be two hundred and sixteen weeks above the eighth grade, at least thirty-six of which shall be the Oregon Normal School; provided that the Normal School may accept satisfactory credits covering twenty weeks above the eighth grade.

(c) *Certification*.—The Superintendent of Public Instruction shall issue certificates to graduates from the Standard Normal Course as follows:

1. A one-year State certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year State certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year State certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three year high school in Oregon.

3. The holder of a five-year State certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life State certificate authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon, provided, that he shall receive a life State certificate authorizing him to teach in any of the schools of this State upon the completion of two years work in a standard college or university; provided, that, if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life State certificate entitling him to teach in any school in this State.

The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this State.

B. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law, recently enacted, opens up another important field for the trained supervisor.

The Supervisors' Course is designed to meet the needs of all such persons. The person taking the course may be excused from a part of the observation and practice work in the training school, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the supervisors' course, which certificate should be of great service in securing supervisory positions.

The pedagogical work of this course will be given by the president of the school, the head of the department of education, and the principal of the training school.

C. Elementary Course:

(a) *General Statement*.—This course practically parallels that provided by law for training classes in high schools, with the distinguishing difference that much more work is required, both in observation and practice, than is required by law for high school classes.

(b) *Entrance*.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(c) *Attendance*.—The total attendance in a secondary school and in the Normal School shall be one hundred and forty-four weeks above the eighth grade, at least thirty-six of which shall be at the Oregon Normal School, provided that the normal school may accept satisfactory credits covering twenty weeks above the eighth grade. This course is practically a three-year course.

(d) *Graduation*.—The completion of the four years of work of the secondary school, and also the work required in education and the observation and practice work in the training school.

(e) *Certification*.—The State Superintendent of Public Instruction shall grant a one-year State certificate without examination to graduates who have completed the elementary course.

A one-year State certificate granted in consequence of such graduation may be renewed only once, when the holder thereof has presented satisfactory evidence of having successfully taught six months during the life of such certificate.

D. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(a) *Admission Requirements*.—(1) Completion of ninth grade.

(b) *Course Comprises*—(1) Review of common school subjects with methods of teaching the same; (2) Rural Sociology; (3) Rural School Management; (4) Rural Science (Elementary Agriculture, School Gardening and Nature Study), and (5) The observation of a model rural school.

(c) *Certification*.—Same as for Elementary Course. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

E. Primary Course:

A professional course giving special training for primary work.

(a) *Admission Requirements*—(1) Completion of the ninth grade.

(b) *Certification*.—Same as for Elementary Course. The school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

F. Domestic Science Course and Art.

This course is intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular

supervisors. The details of the course will be worked out later by the head of the department, and the department will be ready for receiving classes the beginning of the fall term.

Certification—Same as for Elementary Course.

I. Library Course:

Provision has been made for immediate purchase of an excellent professional library for teachers and for substantial additions to the general collection.

The library is in charge of a trained librarian who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

The library course of study will include the following topics: How to use a library, the intelligent use of a book, the value and use of general reference books, reference books of special value to teachers, government and State publications, periodicals, principles of selection for children's books, the direction of children's reading, the selection and use of supplementary reading for school work, the care of a school library, the library and the school.

(a) *Admission Requirements*.—Same as for Primary Course.

(b) *Certification*.—Same as for Elementary Course.

The minimum entrance requirements as printed in these courses will be maintained until September, 1913, at which time the minimum requirements will be the completion of the tenth grade or its equivalent.

PURPOSE AND SCOPE.

The Oregon Normal School was re-established by an initiative vote of the people in 1910 by which a continuing fund of 1-25 of a mill was granted which makes an ample fund for the maintenance of the school and at the same time insures a permanency in its continuance which is very satisfactory. The object and purpose of the school shall be to give instruction to both sexes in the science and art of teaching. With this broad but well defined mission the Oregon Normal School offers to the young people of the State superior educational advantages.

The wide demand for trained teachers is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. Realizing the need of a more adequate preparation for the everyday duties of the school-room as well as for formal culture, the people of Oregon by their initiative vote have planted this institution at a strategic point in the center of the Willamette Valley and equipped it to give the many-sided and broad preparation for the profession of teaching.

FACULTY.

There is a strong faculty of seventeen persons thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT.

The main building is a large brick structure, well adapted to the work of the Normal School. It includes twenty class rooms and laboratories, library and an assembly hall with a seating capacity of 600. It is heated by steam and lighted by electricity.

The gymnasium is a frame building, well equipped with hot and cold baths, dressing rooms, and a good sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, hand ball and the like.

The two rural school buildings, while not on the campus, are to all intents and purposes a part of the Normal School equipment.

A \$50,000 dormitory is now in course of erection.

The lower floor of the new \$20,000 public school building, at Monmouth, is used for training school purposes.

TRAINING SCHOOL.

The Training School consists of the eight elementary grades of the public schools of Monmouth and is located on the first floor of the new \$20,000 public school building. The rooms are commodious, well lighted, heated and ventilated. Drinking water is supplied through sanitary fountains. Toilet rooms for girls and for boys are conveniently located and well furnished. The pupils in the Training School have access to the library, to the gymnasium, to the art room and to the music room for instruction and material. A well equipped play ground is provided and the games played thereon are carefully supervised by the Department of Physical Education. There is furnished, also, a large supply of reference and supplementary books, as well as up to date apparatus.

The purpose of the Training School is to educate children. This is the supreme purpose of the school and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give a mastery of those educational principles as will insure future growth.

To secure these each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the State and the local school district. It is supplied with a Principal and four Critic Teachers.

The Heads of the Departments of Music, Art and Physical Education have full charge in the Training School of the work of their respective departments. The Training School is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the State of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the Training School is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been

before intimated, the normal school will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

For illustrated catalogue and more detailed information address President, Oregon Normal School, Monmouth, Oregon.

OREGON SCHOOL FOR THE BLIND.

LOCATION.

The institution is located at Salem, where it has been provided, by the generosity of the State, with beautiful grounds, convenient buildings and suitable apparatus for the instruction of the blind. It would be difficult to find a more beautiful or convenient site than the grounds on which the school is situated. It is only a few blocks distant from churches, lecture halls, and the business part of the capital city, yet it is isolated from it by a stream, thus affording pupils the advantages and privileges of city life with the quiet of a country home. The building stands in a natural grove of oak trees, and the grounds have been further beautified with shrubs and flowers.

The aim and purpose of the Oregon Institute for the Blind is to furnish an education and training in some useful occupation to all children, who on account of defective sight, are unable to secure an education in the public schools of the State.

The school seeks through systematic training to develop the student so that they may become manly men and womanly women, and ever holds before them the ideal of self-dependence.

The school is an educational institution in the broadest sense of the word, and not, as some suppose, an asylum, or hospital for the afflicted.

Children who are residents of the State are entitled to the benefits of the school free of expense.

Pupils who are not residents of the State may be received on the payment of \$250.00 annually in advance.

OREGON SCHOOL FOR DEAF

Salem, Oregon.

BOARD OF TRUSTEES.

His Excellency, Oswald West, <i>Governor</i>	Salem
Hon. Ben W. Olcott, <i>Secretary of State</i>	Salem
Hon. L. E. Alderman, <i>Superintendent of Public Instruction</i>	Salem

GENERAL INFORMATION

LOCATION.

The School for Deaf is located on the Oregon Electric Railroad adjoining the city limits of Salem on the north. It is about ten minutes walk from the Fair Grounds station of the Southern Pacific, and from the city car lines.

OBJECT OF THE SCHOOL.

The purpose of the school is to educate and thoroughly equip the deaf youth of the State for independent and intelligent citizenship. It is in no respect a home, asylum, or charitable institution for the care of deaf persons, nor a hospital for the treatment of diseased conditions that impair the hearing. Feeble-minded children, whether merely dumb, or both deaf and dumb, cannot be admitted. Deaf children of sound mind have exactly the same right to attend that children whose hearing is perfect have to attend the public school.

IMPORTANCE OF THE WORK.

Education is of peculiarly vital importance to the deaf. The hearing child growing up without a knowledge of letters, yet has a command of verbal language by which he can express his own thoughts, readily learn much from others, and develop mentally. But the wholly uneducated deaf child, with no language but a few gestures, rapidly becomes mentally and spiritually starved and stunted, incapable of intelligent self-direction, a burden upon the economic and often a danger to the moral welfare of society. In recognition of these facts the law of the State makes the education of the deaf compulsory, and liberal provision is made for the proper accomplishment of the work.

DIFFICULTIES OF THE WORK.

It is the universal experience of teachers that the thorough education of the deaf is an exceedingly difficult task, even under the most favorable conditions. These imply early and regular attendance at school, and intelligent encouragement to learn as much as possible at home. They also require that only specially trained teachers, familiar with the deaf, well educated, patient, and devoted to their work, shall be employed; that the classes be very small, and that the whole atmosphere and organization of the school, inspire and re-enforce the work of the school rooms.

METHODS OF INSTRUCTION.

The most approved modern methods of giving the deaf child a command of speech and written language are employed. While mental development and the acquisition of language are considered fundamental, the most careful attention is devoted to instruction in speech and speech-reading, both for their direct utility as a means of communication and their great value as an aid in mental development. The sign or gesture language is never taught, but the deaf acquire and use it among themselves with such avidity, that only by harsh and severely restrictive measures could its use be prohibited. Without attempting wholly to prohibit them, constant efforts are made to restrict the use of signs and thus encourage the use of verbal language, spoken, manually spelled, or written.

THE COURSE OF STUDY.

The course of study approximates that of the public schools in the upper grades, but necessarily differs greatly in the primary department. Here all teaching has primarily in view development of the pupils' ability to use verbal language, by speech, lip-reading, finger-spelling, or writing, but especially speech. After a foundation knowledge of

language has been secured, instruction in the ordinary public school studies is comparatively easy. Students desiring to enter the National College for the Deaf at Washington, D. C., are prepared for the required examinations in Latin, algebra, and English.

VOCATIONAL TRAINING.

This is a subject of paramount importance in the school's work. Three hours a day including Saturdays by the boys and two and a half hours by the girls are devoted to this part of their training.

Instruction in wood work is given in a well equipped shop, supplied with electric motors, planing machine, circular saws, band saw, turning lathe, and other machines. Typesetting, press and job work are taught in the printing office from which is issued an eight-page semi-monthly school paper and all printing needed by the school. Much attention is being devoted to instruction in agriculture. Forty acres of fine farm and garden land with a new and strictly modern dairy barn, a poultry yard, and orchard, etc., afford exceptional opportunity for this line of work. Practically all vegetables, milk, and fruit needed are produced for the use of the school. In addition to the general garden work, individual plats are furnished especially for the younger children, in which to work, experiment, and observe.

For the girls special teachers of sewing and of cooking are employed, and very careful and thorough work is done in the domestic training of future home makers.

FOOD, CARE, DISCIPLINE, SOCIAL AND MORAL TRAINING.

Excellent and abundant fare is furnished the pupils, the produce of the farm, garden, and orchard being a material aid to this end. The health of the school and all needful sanitary precautions are most carefully looked after by physicians and a trained nurse. Discipline is persistent and persuasive but not severe. A system of self-government in many directions has been inaugurated with excellent results. Habits of system, regularity, neatness, cleanliness, and politeness are inculcated at all times. Active Christian Endeavor and literary societies are maintained by the pupils. Religious instruction, wholly non-sectarian, is given by the teachers in the Sunday school. The school owns a moving picture machine and weekly entertainments are given with carefully selected films. Saturday night lectures or talks are given once a month by teachers or persons invited for the occasion, on topics of special interest to the pupils. Reading matter is furnished by the School library of over 1000 volumes, most of them new. Field and athletic sports are heartily encouraged, a gymnasium for basket ball and indoor sports having been provided.

RECENT PROGRESS.

During the past two years the material equipment of the school has been greatly improved. By completion of a dormitory building additional capacity for forty pupils has been provided and facilities for separating the little boys and girls from the older ones. A three story frame building has been remodeled to provide a gymnasium and enlarged quarters for trades instruction. A new dairy barn with all modern improvements, and a brick isolation hospital for contagious diseases have been built. About thirty acres of swampy brush land have been cleared, tile drained, and planted with highly satisfactory results.

NOT SENT TO SCHOOL.

Through ignorance of the school, or for other reasons, there are in almost every community deaf persons who have grown to manhood or womanhood unable to express their simplest wants in verbal language, ignorant, dependent, mentally and spiritually starved and stunted from a lack of education. No cause was ever more sacred than seeing that there are as few such cases as possible. Any person knowing of a deaf child not attending school, may confer an inestimable blessing upon the child, by writing the undersigned, and using the utmost endeavor to persuade the parents to visit the school and learn what may be done for their child.

E. S. TILLINGHAST, *Superintendent.*

CATHOLIC SCHOOLS OF OREGON.

	No. of Teachers	Enrollment of Boys	Enrollment of Girls	Total	Average Daily attendance	High Sch'l grad- uates, June, '12	Grammar grad- uates June '12
St. Mary's Academy, Portland	22	429	429	392	22	15	0
Holy Redeemer, Portland	5	46	67	113	88	6	0
Saint Ignatius, Portland	4	50	70	120	100	5	0
St. Francis Academy, Portland	10	90	150	240	220	10	0
St. Patrick's School, Portland	4	70	60	130	105	8	0
Cathedral Elementary, Portland	3	58	67	125	80	0	0
Sacred Heart, Portland	4	101	108	209	180	6	0
St. Lawrence, Portland	6	119	148	267	215	11	6
Christian Bros., B. C., Portland	5	198	—	198	190	15	6
St. Joseph's School, Portland	3	62	75	137	102	3	0
St. Mary's School, Portland	7	128	216	344	297	18	0
St. Andrews', Portland	4	65	93	158	115	8	0
St. Stephen's, Portland	4	56	76	132	111	2	0
Ascension School, Portland	3	43	47	90	76	1	0
Columbia University, Portland	15	143	—	143	130	—	14
Visitation School, Forest Grove	3	58	66	124	85	3	0
St. James School, McMinnville	3	27	39	66	59	5	0
St. Benedict's, Woodburn	5	73	63	136	104	4	2
St. Mary's School, Eugene	3	45	65	110	82	6	0
St. Alphonsus Academy, Tillamook	2	36	51	87	70	1	0
Academy O. L. P. Help, Albany	4	30	66	96	62	6	0
St. Mary's Home, Beaverton	3	136	—	136	95	0	0
St. Mary's Institute, Beaverton	6	—	96	96	80	0	4
Sacred Heart Academy, LaGrande	4	53	76	129	103	0	1
St. Mary's Academy, Medford	8	47	108	155	150	8	0
Mt. Angel Academy, Mt. Angel	14	133	236	369	355	10	2
Mt. Angel College, Mt. Angel	25	139	—	139	139	0	8
St. Mary's Home, Oswego	5	—	130	130	90	3	0
McLoughlin Institute, Oregon City	6	106	97	203	178	11	12
St. Paul's Convent, St. Paul, Ore.	4	32	63	95	75	1	0
St. Clement's, St. Johns	3	39	31	70	52	0	0
St. Joseph's Academy, Pendleton	5	42	138	180	162	14	1
Sacred Heart, Gervais	4	43	53	96	77	1	0
St. Mary's Academy, The Dalles	5	35	108	143	111	0	0
St. Louis School, St. Louis	2	28	17	45	28	4	0
St. Boniface, Sublimity	3	50	70	120	110	6	0
St. Thomas Aquinas, Condon	4	29	36	65	61	0	0
St. Joseph's School, Roseburg	2	29	40	69	46	0	0
St. Andrew's, Pendleton	12	53	61	114	65	0	0
St. Francis Academy, Baker City	9	84	150	234	184	12	8
Academy of Holy Names, Astoria	4	31	57	88	78	8	0
Sacred Heart Academy, Salem	8	36	99	135	118	5	3
	255	2643	3622	6265	4230	222	83

Since the publication of the last report the enrollment of the Catholic schools of Oregon has increased 18 per cent. Special effort has been made to increase the efficiency of the schools and the new school buildings are of a high type. General interest has been manifested in vocational training of the pupils. The growth of institution for secondary and higher education has been especially gratifying. Columbia University has completed during the past year a splendid modern residence hall which will accommodate 135 pupils. The Holy Names Normal at Villa Maria, near Oswego, has opened in its new fire-proof building with accommodations for 150 pupils. The Catholic Teachers' Institute held at Portland, July 22-26, 1912, was very successful, being attended by about 300 teachers. The State Superintendent of Public Instruction was among the speakers. It is a pleasure to record the earnest co-operation which our schools have experienced from the representatives of the State school system. We wish it to be generally recognized that the Catholic schools are not "private" institutions but constitute an independently supported system of popular instruction in which definite religious doctrines are made the basis of moral teaching.

EDWIN V. O'HARA,
Diocesan Superintendent of Schools.

INDEPENDENT SCHOOLS OF OREGON.

WILLAMETTE UNIVERSITY.

The College of Liberal Arts having been built upon the model of the eastern college, though it has broadened its courses, continues to cultivate the humanities with zealous care. In keeping with this ideal it recognizes the importance of affording those young people preparing for the fields of public service, Christian work, journalism, engineering, and business administration, who do not pursue a course in liberal arts, the opportunity of laying foundations for these various fields of activity in connection with the pursuit of non-technical studies that serve to develop a general education and cultivate the thinking powers of the student.

The Teachers' College is organized to give efficient professional training to those who desire to enter the teaching profession, either as teachers in high schools, or as supervisors, principals, or superintendents of city schools. The demand for professionally trained men and women of the broadest culture for these positions has led to the establishment of teachers' colleges by some of the leading universities of this country. That breadth of culture may be attained along with professional efficiency the specific educational training has been correlated with a broad course in liberal arts.

In Willamette University the first two years of work correspond with the courses in the College of Liberal Arts for the freshman and sophomore years. The three groups, classical, philosophical, and scientific, afford opportunity for laying broad foundations in various fields of education while each is of such character as affords extra cultural influence. In the junior and senior years opportunity is given for specialization in the department in which the student purposes to teach. The curriculum presents certain fundamental courses in educational psychology and in the history and principles of education.

Special methods applying to the leading departments of study in the secondary school are treated by the heads of departments, who will devote some time to the supervision of practice teaching in their subjects. Opportunity for observation of methods together with practical experience is afforded in the academy where high school subjects are taught. The high school of Salem, one of the best in the State, also affords opportunity for observation of methods.

The University Teachers' Certificate, authorizing the holders to teach in any high school of the State, is given all graduates who meet the following conditions:

1. The satisfactory completion of the requisite work in the subject or subjects which the applicant expects to teach.
2. Successful teaching evidenced either by practice work under the supervision of the teachers' college or by satisfactory testimonials of successful teaching experience.
3. The completion of at least fifteen semester hours in education.

The Teachers' Bureau affords special advantages to students through the registration of their collegiate records and the use of the same in recommendation of candidates for vacancies. It is the aim of the bureau so to place its candidates that school authorities will appreciate the assistance sufficiently to turn to it with confidence when in need of teachers. This service is free to all students and alumni of the university. All the graduates of last year who desired positions secured them, and there were many demands which could not be met.

The Teachers' Training Course is designed to train teachers for teaching in the grades and rural schools. It is correlated with work in the academy, the special subjects being among the electives for the third and fourth years, so that it may be included as a part of the academy course. Some graduates of high schools and academies are now taking the course.

THE COLLEGE OF LIBERAL ARTS.

The rapidly increasing attendance in the last two or three years has warranted and made necessary a greater Willamette such as a few friends have seen in vision. About a year ago some of these expressed their belief and ambitious desire that an Endowment of \$500,000 be raised for the College of Liberal Arts and a new building be placed on the campus to meet the growing needs and serve as a memorial to the pioneers. The generous offer by Mr. R. A. Booth of Eugene of \$100,000 toward this fund proved a great stimulus, while that of \$50,000 by J. J. Hill added greatly to the interest of the campaign. The recognition of a denominational college by a man of such business qualities and such vision as this great empire builder has meant much to Willamette and her friends, leading to splendid support of the campaign in many quarters so that the interest has spread throughout the State.

The recent splendid gift of \$100,000 by Mr. Peter W. Severson of Portland has given a new impetus to the campaign, affording such assurance of success and arousing such enthusiasm that the movement is being continued to secure the \$500,000 Endowment and \$100,000 for a building as a memorial to the pioneers aside from the magnanimous gift of Mr. Severson. The giving of \$300,000 to Willamette by four men, the Hon. A. E. Eaton, LL. D., the Hon. R. A. Booth, Mr. J. J. Hill, and Mr. P. W. Severson within four years is a noteworthy indication of a new era for Willamette.

McMINNVILLE COLLEGE.

The fifty-fourth year of this institution proved the best in its history. The total attendance reached 200, which was an increase of seventeen over the preceding year. The faculty remained unbroken throughout the year and labored in fullest harmony. Ten graduated from the College, one from the Conservatory of Music and four completed courses in the Business department. The honorary degree of Doctor of Divinity was conferred upon Rev. J. Q. A. Henry of Los Angeles, California, an evangelist of international reputation, formerly Pastor of the First Baptist Church of Portland, Oregon.

The Teacher's report showed total receipts for the year amounting to \$26,705.75, of which \$1,000 were added to the permanent funds of the College. This sum was largely derived from tuition fees and gifts of churches and individuals. The number of supporters is annually increasing.

There is excellent prospect of still larger increase in attendance for the year 1912-1913. A harmonious faculty, a satisfied student body, standard courses of study and effective field work are depended upon for this result. The faculty remains the same with two changes—Professor R. Frerichs, A. B., becoming teacher of Greek and German in place of Professor N. E. Thomas, A. B., resigned, and Mrs. Bonnie Replogle, B. Mus., succeeding Miss Nettie Leona Foy, B. Mus., in the Conservatory as teacher of piano.

A campaign for \$250,000 endowment is planned to begin in September, 1913, under the leadership of Rev. Myron W. Haynes, D. D., who is now engaged in raising a half million fund for Franklin College in Indiana. This campaign will doubtless place McMinnville College on the list of standard colleges in Oregon, inasmuch as the report of the United States Bureau of Education indicates that faculty and courses of study are approved and but \$145,000 of endowment and \$5,000 of library and laboratory equipment are lacking at the present time of the full standard.

McMinnville College above all else aims to maintain an atmosphere which will make it possible for young people to reach the highest development possible for them, physically, intellectually and spiritually. It employs as teachers those who are known to be entirely free from the recognized "bad habits." It seeks to eliminate from its life everything that tends to deteriorate and degrade, and to encourage everything that tends to culture and refinement. Its policies have already produced results which have been most gratifying to the parents who have entrusted their young people to the care of its officers and teachers.

PACIFIC COLLEGE.

Name of School—Pacific College. Controlling Body—Managers elected by corporation chosen by Friends Church. Location—Newberg, Oregon. Name of President—Levi T. Pennington.

Number of Faculty, 11. Months of School, 9.

Enrollment in Preparatory Department—Boys 22, girls 29; total 51.

Enrollment in College Department—Boys 23, girls 18; total 41.

Enrollment in Music Department—Boys 17, girls 24; total 41.

Salaries.	Furniture.	Apparatus.	Other Purposes.	Total.
\$6,700	\$125	\$100	\$1,535.34	\$8,460.34

Value Physical apparatus, \$400; Value Chemical apparatus, \$500.

Number of Volumes in Library, 2,100.

Pacific College was chartered as a college in 1891, though Pacific Academy, its predecessor, had been in existence since 1885. Very early after the first settlement of Friends in Oregon they began to provide for the higher education of their children and others, and long before the public schools could provide for the education needed in the Chehalem Valley, Pacific Academy was ministering to the educational needs of a large section of the country. Soon there was a demand for still higher education, and since 1891 the school has graduated considerably more than a hundred young men and women who are making their mark not only in the Northwest but from New England to Alaska and the Philippines.

The college is under the management of a Board of Managers chosen by a College Corporation, some of whose members are proposed by the corporation itself, some by the board of managers, some by the alumni of the college, and some by the Oregon Yearly Meeting of Friends, to which body the annual reports are made.

The college is not sectarian, but attempts to be emphatically and positively Christian. The spirit of the Christian Associations is manifest in all the departments of the college life.

The school outgrew its early quarters, and for a few years was cramped for the lack of adequate building equipment. The friends of the institution, however, realized the need, and in 1911 a fine new brick and stone building was occupied, containing nine additional class rooms, an Academy assembly room, president's office, library reading room and stack room, fuel room, cloak and toilet rooms, and a chapel room that furnishes the city of Newberg with its best auditorium. This new building, with the old college building, the dormitory and the gymnasium, furnishes an adequate building equipment. The new growth in attendance had already begun, and last year saw a very material increase in the College and Academy. Next year promises a much larger increase.

At the beginning of the present year, a campaign was launched for an addition of \$100,000 to the endowment funds of the school. This campaign is progressing satisfactorily, and there is every reason to believe that the amount will be secured the coming year.

Pacific Academy offers a full four years' course above the eighth grade, under conditions that conduce to the best possible work. The dormitory life is an especial feature both of the college and academy.

The college offers a full four years' course above the four years' high school course, the requirements of work asked for graduation being considerably in excess of the amount named as the minimum for the standard college.

EUGENE BIBLE UNIVERSITY.

The Eugene Bible University, situated at Eugene, Oregon, was incorporated November 17, 1895. The center of its work is the Bible College. Along with the Bible College is a School of Music, an Academy, or preparatory school, a Department of Art, the School of Elocution and Oratory, the Girls' College, and the Bible Chair at Pullman, Washington.

There were 88 students enrolled in the Bible College last school year and a total of 141 in the various departments. The school has gradually increased in attendance and resources from the beginning of its history.

The faculty consists of President Eugene C. Sanderson and ten other professors and assistant teachers.

The library has steadily grown until now it contains four thousand volumes.

The Bible College offers four courses of study, as follows:

The Classical Biblical Course.—This is a four-year course and leads to the degree of Bachelor of Arts. The completion of the four-year State high school course, or its equivalent, will be required for admission to the freshman year.

Second, the Classical Ministerial Course.—This is a post-graduate course and leads to the degree of Bachelor of Divinity. In order to graduate from this course the student must have obtained an acceptable A. B. degree, or its equivalent.

Third, the English Ministerial Course.—This course leads to a diploma and the title Bachelor of Sacred Literature. Where sufficient preparation has been made it can be completed in three years.

Fourth, Teacher Training and Normal Bible Course.—This is a two year course for Bible School and Pastoral Helpers.

The main campus of the school consists of an entire block of ground which joins the State University campus on the west. The girls' college campus consists of a tract of fifteen acres a mile and a half south of the Bible College campus. The grounds and the three school buildings represent an expenditure of about \$90,000.

The school's watchword is "\$100,000 worth of school property, 5,000 volumes in the library, the school free from debt, and \$250,000 in the endowment fund by November 17, 1915", which will be the 20th anniversary of the school's incorporation.

For catalogue or further information, address the president of the school.

Harry Benton, *Secretary.*

SPECIAL REPORTS OF COUNTY SCHOOL SUPERINTENDENTS

BENTON COUNTY.

H. L. MACK.

School conditions in Benton County have made a marked advance during the past two years, and the outlook for the future is very promising.

Since our last report fourteen modern buildings have been erected. Among these are the eight-room brick building at Philomath, the second sized town in the county, and the eight-room ward school in South Corvallis. In process of construction now is a new building in Alsea, the second structure for that district, that is 62x70 and a big school gymnasium 66x90 in the Belfontaine district. The near future will see new modern buildings, properly equipped, throughout all Benton County.

Our teaching force has been enlarged by 18, which is largely due to the growth of our high school system and the increased attendance in the Corvallis schools. Salaries have advanced from \$48.52 per month in 1910 for male teachers to \$60.91 in 1912 and from \$40.52 per month in 1910 for lady teachers to \$45.76 in 1912. Some rural districts are offering \$75.00 per month for the "trained" teacher.

We have eleven high schools in the county operating under the county high school fund law. Two of these have four-year courses and the others are rapidly building toward that point. Next year we will have

five schools that will give four years' work. Ninety-two per cent of our 1911 eighth grade class enrolled for high school work last year and the indications are that the 1912 class will have made a better record. We have been able to bring these high school privileges to the young people of the county on a half mill tax.

Our consolidated school in the Alsea Valley continues to demonstrate the wisdom of such a plan. Five teachers are employed here, four wagons are used to convey the children, who live more than two miles from the central school, to and from the building; and, as stated above, the growth of the school has reached a point where it was necessary to erect a second building. We consider this a splendid record for three years' work.

By means of parents' meetings and local institutes we have succeeded in arousing an interest in the patrons of the several districts for advanced methods in rural work. Co-operation between the home and the school is being brought about quite rapidly.

H. L. MACK, *County School Supt.*

JACKSON COUNTY

J. PERCY WELLS.

Supervision—The last year's work has been by far the most satisfactory during my incumbency, due to the increased facilities for supervision. While the best results cannot be expected during the first year of the new supervisory plan, the work of the supervisors has been highly satisfactory and promises much for the future. This new plan of supervision, which became effective last fall, is designed especially in the interest of the rural schools, and it is there that the supervisors have spent practically all their time. In the cities and towns a city superintendent or principal has direct supervision, but in the rural schools where most of our inexperienced teachers are employed and where close supervision is especially needed, the only direct supervision accorded prior to this year has been in the occasional hurried visit of the county superintendent. During the year just closing two supervisors have spent their time in the rural schools with gratifying results. They have aided teachers in organizing and classifying their schools, and have instructed teachers in the various methods of presentation. They have organized Parent-Teacher Associations and held community meetings, and have done much to stimulate interest and create enthusiasm both in the school and in the community. The schools have followed the course of study more closely and have done more thorough work in all branches.

We believe that the boys and girls on the farms are entitled to just as good schools and just as much attention as the boys and girls in the cities and towns. Every fall many families move from the farms to the cities and towns for the winter in order to avail themselves of the better school advantages. We want to make this unnecessary by making the rural school as good as the city school. This can be done only by putting into the rural school as much thought, time, and money as is put into the city school.

A city of the size of Medford or Ashland, employing from thirty to forty teachers, will ordinarily expend as much or more for supervision than is being expended by the county this year for supervision in nearly one hundred schools. When we reach the point where we are

willing to use as much time and money in the education of the boy or girl on the farm, the rural school will be equal or superior to the city school.

Sanitation.—One of the things undertaken by this office last fall, working through the supervisors, was the improvement of sanitary conditions in our schools. Much has been accomplished along this line, but much more remains to be done. The common drinking cup and open water vessel have been abandoned. If they are in use in a single school in the county I am not aware of it. In at least one-half of the schools of the county where there is no running water, sanitary water jars are in use, and in all schools either individual drinking cups or bubbling fountains are in use.

In thirty-six schools, window-boards for ventilation have been installed, and in many schools the lighting, heating, seat arrangement, toilets, etc., have been improved. Still many of our schools are in a deplorable condition from the standpoint of sanitation, comfort, and appearance, but with the co-operation of school boards and patrons these defects can be remedied.

Contests.—Since the Christmas holidays a series of spelling and arithmetic contests have been held and much interest and enthusiasm have been manifested. Teachers and supervisors are unanimous in the opinion that much good has been accomplished by these contests. Central Point won first honors among the schools of more than one room, and Mayers Creek among the one-room schools. Nearly all the schools in the county participated in this contest.

The State Fair at Salem and the district fair at Ashland, both to be held this fall, are offering prizes for exhibits in an agricultural and industrial contest for children, and many boys and girls in Jackson County are planning to compete for the prizes.

Supplementary Readers.—Last fall we recommended that supplementary readers be furnished by all school boards for the first, second, and third grades. Fifty-three schools complied with this recommendation in whole or in part. These readers are essential to teachers in their work and it is hoped that all schools will have them next year, and that those having already secured them for the lower grades will keep on adding for the higher grades. The text books do not furnish sufficient reading material for the pupils, who are compelled to read the same lessons again and again or advance to a more difficult reader before they are ready. The result is that pupils fall into the habit of reading in a strained, unnatural manner, which is difficult to correct. A sufficient amount of good supplementary reading material in the hands of a skillful teacher is the remedy.

Parent-Teacher Circles and Community Meetings.—At least seven parent-teacher circles have been organized in the county during the last year, and they have all been able to accomplish much in the way of improving sanitation, appearance of school building and grounds, and securing books, pictures, etc., for the schools. I should like to see a parent-teacher circle in every district. If you want things done in your district organize such a circle. We will be glad to assist you.

In Supervisory District No. 2, a large number of community meetings has been held by the supervisor, who used a stereopticon to illustrate his talks. It is an excellent plan to get the school patrons together for discussion of school affairs, and we hope to do more of this work next year. School buildings should have a wider use than for school purposes only. Make your school building a center for educational gatherings.

Teachers.—You cannot have a good school unless you employ good teachers, and you are urged to use the utmost precaution in the selec-

tion of your teachers. This office is always glad to advise with school boards on this matter. Our judgment is not always correct, but we have the advantage of an acquaintance with a large number of teachers and are always glad to assist school boards. You can secure and hold good teachers only by offering good salaries and showing an appreciation of good work.

Plan for Next Year's Work.—The county educational board has employed the same supervisors for next year at present salaries, the term of office to commence August 1, 1912, instead of September 1. During the month of August the supervisors will visit each district in the county and meet with school boards and others interested in school work, for the purpose of planning the work for next year. At that time they will discuss with school boards any needed repairs, improvements, supplies, etc. Of course it is always understood that the recommendations of myself or the supervisors are in no way mandatory. While we earnestly desire to see every school well equipped as soon as possible, the matter is simply advisory on our part. Our recommendations are never made without due consideration of cost, but the school finances are in the hands of the board of directors and their judgment must govern in the matter of school expenditures.

Yours very truly,

J. PERCY WELLS, *County School Supt.*

JOSEPHINE COUNTY

LINCOLN SAVAGE

The general outlook of the educational work of the county is most promising. School patrons everywhere take deeper interest in higher development of the schools, and are demanding of their trustees up-to-date school houses, which has resulted in the construction of seven new buildings this year, two of which are three-room brick buildings.

Teachers' Salaries.—Teachers' salaries are getting better, the lowest salary in the country school districts this year is \$50.00 per month and the highest is \$85.00 per month. The supply of teachers does not quite meet the demand, however, but few temporary certificates are required to be issued. The present law regarding teachers' certificates seems to meet very well the requirements for teachers and on the whole we believe it an excellent law.

Industrial Work—School Fair.—Industrial school work was taken up this year in quite a number of districts. At our school fair held September 18, 19, 20, 1912, children from ten school districts had products of some kind on exhibition. Some of this exhibit was very excellent and the people were agreeably surprised with what the children could do. While the display was not so extensive as I had hoped for, I am very well pleased with the result and look forward to a fine exhibit from all over the county next year.

Course of Study.—The State Course of Study meets general approval of the teachers. Not only are the teachers interested, but patrons everywhere want copies of it to such an extent that I have had to order supplies several times. I believe the course of study the power in the hands of the teachers and county superintendent that has done more than any thing else in the cause of better education in our county schools.

Sanitation, Ventilation.—Campaign for better sanitation, ventilation, and for individual drinking cups has been carried on, and I am pleased

to say it is getting very good results. Everywhere I go over the county, I find a closed water receptacle and individual drinking cups in use in the school rooms.

Teachers' Institutes.—For four years we have joined with Jackson County in annual institute. This has resulted very successfully. Our combined forces make an excellent body of teachers for successful institute work. We held our institute this year in Ashland and everybody seems of the one opinion, "the best ever held." Dr. Winship was our principal instructor. He came a stranger to most of the teachers; he went away their idol.

KLAMATH COUNTY

J. G. SWAN.

Klamath County, owing to the building of the railroads and the extension of irrigation by the U. S. Reclamation Service has been passing through a period of rapid development. New people have arrived to make permanent homes and much building and improvement has been done. In the midst of this it is a matter of pride to the county that school improvement has kept pace with any and all other lines of improvement in the county.

During the past two years eighteen new school houses have been built. In every instance of building a new building, the directors have complied with the law in regard to submitting the plans to the county superintendent and carrying out the plans as approved by him. Through the co-operation of the county superintendent and directors every effort has been made to secure the best and most modern plans for these buildings. The old style of "box car" type has largely been eliminated and cottage and bungalow types of buildings have been adopted. The lighting and ventilating has had special attention. No cross lights are permitted. In buildings that were not planned for a heating system, fresh air ducts were built by boxing under two joists to the place where the stove is to set and placing an opening in the floor. The stove is then jacketed. A ventilating duct is also provided in the walls. Nine rural buildings are equipped with Waterbury heaters which are doing good work.

The average expenditure on the new rural buildings and grounds has been \$2,000. A twenty thousand dollar brick building has been erected in Klamath Falls, and the heating plant of the central building of this district has been replaced by a modern fan system. In both buildings the fan type of heating is giving excellent results. At Merrill a brick building has been constructed at a cost of \$16,000. But a portion of the interior is complete. In many of the other districts, the buildings have been repaired and bad lighting corrected.

A strong effort has been made to improve the rural schools by increasing teachers' wages and lengthening the terms. All schools pay \$60 per month salary and several are paying \$80. Although the State and county apportionments aggregate more than \$15 per capita, it has been found necessary in many of the districts to supplement these funds by special district taxes. These have been cheerfully voted and now a majority of the districts regularly vote special taxes. However, much remains to be done in order to bring rural schools up to a point of real efficiency. Wages must be advanced still higher. No school should have less than nine months of school per year. Teachers especially trained and better trained for this class of work must be available and will pre-

pare themselves for it when wages become sufficiently attractive. The most detrimental feature of rural school work is the constant change of teachers. Teachers seldom remain more than one term in a district. As I view it the best solution of this problem is the adoption of a resident teacher plan. The district should own a plot of ground sufficiently large for school house and grounds and a cottage for the teacher's family, with plenty of room for his garden, cow, horse, and experimental plots. Let the teacher be employed by the year with adequate compensation and a home. He can care for the school lawn, trees, shrubs, and grounds, keep the buildings in repair, by attending to them during vacation, give practical instruction in agriculture by using the experimental plots. He will also act as a leader in the community life. This will take a strong man and one well trained for the work, but would pay much more than cost in rural school efficiency.

The school library law is proving of much value to the schools. The selections of books are excellent and all schools are rapidly accumulating good libraries. In visiting the schools, I find the libraries in constant use.

A School Museum.—A feature has been added to the plans in the Klamath Falls city schools under Superintendent R. H. Dunbar, that might be adopted with good results in many other schools. He has secured specimens of most of the birds and animals native to the county, by paying one of the school boys who has a genius for taxidermy for the expense incurred in securing the specimens. This collection adds much interest to nature study in these schools.

High Schools.—Much interest has been paid to high school education in the county. More than eighty per cent of the eighth grade graduates enter the high schools. Good high schools are maintained at Merrill, Bonanza, Ft. Klamath, and the county high school at Klamath Falls. The county high school has become a very important institution. It now has a plant valued at about \$75,000 with excellent equipment in all departments. In addition to the regular academic work, courses are provided in Commercial course, Home Economics, Manual Training, Music, and Agriculture. Trained teachers are employed in all departments, all teachers being university or college graduates. By an arrangement with the county court of Klamath County, an expert agriculturist is employed who not only teaches the subject in the high school, but has charge of the county farm and will conduct experimental work and will also supervise agricultural work in various schools of the county. A night school has been undertaken for the year 1912-13 and is proving very popular and helpful to persons unable to attend regularly.

The school spirit is good in Klamath County and much improvement may be expected in the near future.

LANE COUNTY

H. C. BAUGHMAN.

The Outlook.—The educational outlook in Lane County is bright. School boards, teachers and pupils all appear to co-operate toward the general improvement of the public school. This co-operative work, led by the supervisors, has been, and is now, raising the standard of the rural schools to a remarkable degree.

Under the present supervisory system the district schools, one hundred and eighty-three in number receive careful and constant supervision. Before this system was begun the county superintendent was expected

to visit all these schools, in person. The most noticeable improvement is in the physical condition of the rural schools. Better heating, ventilation and lighting, better kept and larger school grounds.

During my one year in office there have been a goodly number of new school houses erected, according to the most modern plans. There are at the present time a number being constructed, and many more contemplated. It seems that Lane County is just beginning an era of new and better school houses.

School boards and the general public are demanding trained and experienced teachers. No school board will employ an inexperienced teacher if an experienced one can be had. As the demand for better teachers grows, the wages are increasing accordingly. The salary of the most remote rural school is \$45 per month. Salaries range from this minimum up to \$100 in the rural schools. An effort will be made by the county superintendent to induce rural school boards to pay \$100 per month and demand the very best.

There are twenty high schools in Lane County open to students wishing a four-year course. Nine of these are union high schools in rural communities (one exception). These are the outcome of the county high school fund which has been operating for about three years. At the present time there are about 1200 pupils enrolled in high schools of this county.

There were three hundred and ninety-eight eighth grade graduates during the school year 1911-1912. A very large percentage of these graduates are now attending high school.

In order to raise the standard of the schools of this county we have named twelve requirements up to which a school must measure before it may be classed as a standard school of Lane County. School boards, teachers and pupils all seem willing to do their part in making the school of their district a standard school.

LINCOLN COUNTY.

R. P. GOIN.

In looking over the records of the public schools of Lincoln County, for the past two years, I find a substantial increase in everything that is for the good of the schools. Better teachers, longer terms, and higher per cent of attendance that is gradually rising, all show that the conditions are growing better.

School Houses and Grounds.—During the past two years one-fourth of the districts in the county have built new houses and furnished them with modern equipments. Many of the older buildings have been repaired and painted, making them equal to new ones. The grounds have been cared for more than in the past. Flower gardens have been made along the paths and walks. Fences have been put up to protect the grounds and buildings and water has been piped on to the grounds from springs or mountain streams.

Teachers' Salaries.—The salaries are gradually increasing. But few teachers are now teaching for less than \$50 per month, and some of the rural schools are better satisfied when they pay \$65, \$70, or \$75 per month. Board and room in the rural districts is about \$12 per month. Newport pays its principal \$1,000 per year, which is the best salary paid in the county.

High Schools.—We have three four-year high schools and a number of others that are doing work above the eighth grade. Our high schools

are working indirectly under the county high school fund law, but we give \$40 for the first forty instead of the first twenty pupils as the law provides.

School Taxes.—The county court for the last two years has made the school levy sufficient to raise \$12.50 per capita instead of the \$8.00 as the law requires. Our districts vary greatly as to size and valuation. Many of the smaller districts had to be helped from the general fund of the county after voting the five mills, while some of the more fortunate ones would receive more than they needed by voting a half mill or less. I found that by raising the per capita it would make a more uniform tax. After explaining the conditions to the county court, they were all willing to raise \$12.50 for each pupil instead of the \$8.00. This per capita may be raised, but I feel sure it will never be lowered.

Institutes.—The institutes, both local and annual, are well attended. With the limited amount of institute funds I am not able to get institute instructors who have a National reputation, but I have been very fortunate in getting helpers whose work has been highly pleasing to myself and the teachers in the county.

School Fairs.—Our school fair this year was a success. It was held in connection with the county fair, but I think in the future the county fair will be held in connection with it. The boys and girls are now preparing an exhibit for next year.

Supervisor.—The supervisory law enables the rural schools to have the much needed supervision thus materially raising the standard in this county.

UMATILLA COUNTY

FRANK K. WELLES.

In submitting this special report upon the condition of the schools in Umatilla County, permit me to say that during the eight years of my administration, I have directed my energies principally towards securing four things, viz: (a) More competent teachers; (b) longer terms of school; (c) better equipment and more sanitary buildings, and (d) better management of the business affairs of the districts.

Unfortunately the first three things which I mention could not be secured without the additional expenditure of public funds. Unfortunately too, owing to insufficient moisture, the crops in some sections of our county have with the exception of this year, been poor for several years past. This condition has caused the increasing school expenditures and other taxes to be particularly noticeable, and although there has seemingly been no disposition to stop improvements, still there has been considerable complaining about high taxes.

Better Teachers.—Believing that good teachers cannot be secured without paying reasonable salaries, I have endeavored to bring the salaries up to a point where capable teachers would be attracted to our schools. The district officers have co-operated with me in this, and as a result our teaching force has steadily improved. We have not only attracted better teachers, but we have been able to hold many of them year after year in the same positions. This has been possible only through paying better salaries, offering longer terms of employment, and providing better facilities with which to work.

The average amount earned by our teachers has increased over 80 per cent during the past eight years, or in round numbers from \$300 to \$550 per year.

School Terms.—It used to be the custom in many of our districts to fix the length of the school terms in accordance with the amount of money which the districts received from apportionments, rather than with any reference to the amount of school which they could afford to have. As a consequence, a few years ago many of our country districts had only three or four months of school during the year. When the rural districts learned that they could afford to have longer terms of school, and that, too at much less expense to themselves than could the city districts, they were not slow in providing the necessary funds by making special district tax levies. At this time only a few of the smaller country districts have six months of school, which is the minimum allowed by law, and many of them hold from seven to nine months annually. Practically all of the larger schools have a nine months' term every year.

Equipment and Facilities.—In the matter of equipment and improvements, our schools have been making great progress. Comfortable desks, proper heating and ventilating arrangements, excellent blackboards, and many minor necessities are now the rule, and not the exception in the rural schools as well as in the city schools of Umatilla County. During the past year we have greatly improved the conditions in our country schools, due directly to the work of the two rural supervisors. These men, besides making frequent visits to the schools, often in company with the directors, made a total of 363 visits to the homes of the district officers last year, and discussed with them the needs of the schools.

School Business.—There has been constant improvement in the manner of carrying on the business of the districts. The directors and clerks are more careful to see that all of their school business is done in a legal manner, and that their records are correct and properly kept. The supervisors have been of great assistance to these officers in keeping their records. Wherever possible, the supervisors have examined the books of the clerks at the close of the year, and have assisted them in making their annual reports. They have also attended the school meetings and district board meetings when possible, and by their advice and counsel have prevented friction and misunderstandings, and at the same time have helped to facilitate the business of the districts.

Increased Revenues.—If the cheerfulness with which the taxpayers levy constantly increasing taxes upon themselves for the support of their schools is any indication of the school spirit of the county, I believe that Umatilla will compare favorably with any other county in the State. During the eight years of my administration there has been no increase in the number of districts, and only a very little growth in the school attendance. There has been a very small increase in the amount received from the State school fund which averages about two dollars a year per child. But in the two remaining sources of income, the county school fund and the special district tax, great increases are shown, although both of these funds are produced by direct taxation.

With the assistance of the school district officers and others I have been able to get a plan adopted which increases our county school fund nearly fifty per cent. Under this plan many of the districts that formerly found it necessary to levy high taxes each year, have been able to lower their levies without decreasing their revenue. In some districts the amount gained has run from a few hundred dollars to over \$2,000.00 annually. Much of this additional revenue is paid in by corporations and others owning property outside of any school district, hence the additional revenue from this source has been practically a gift to the districts.

But it is in the money received from special district taxes which the electors of the districts vote themselves, that the greatest increase is shown. This fund has grown 622 per cent or from \$20,352.27 to \$127,-

643.91. Not a dollar of this great sum is being wasted. The money is not being squandered nor spent for luxuries. It is used for the legitimate and necessary expenses of the districts; to provide more and better schools.

Rural Supervision.—Two supervisors are employed in this county. In order to secure thoroughly competent, trained men, it is necessary to pay \$120.00 per month. The necessary traveling expenses which are allowed by law amount to a little less than \$40 per month for each man. The total expense of the two supervisors last year was \$3,277.59, or about the amount that it cost to supervise the schools in the city of Pendleton, where thirty teachers were employed.

The county is divided into three supervisory districts, one of which is given to the county superintendent. His district comprises all of the towns except Pendleton, which employs a city superintendent, and also includes a few of the larger country districts. There are about ninety teachers employed in this district. It required about one month, and 560 miles of travel to make one visit to each of these schools.

The two supervisors have 38 and 39 rural schools respectively and each must travel approximately 370 miles in order to visit every school. Some of our schools are situated in the mountains, and during part of the year the roads there are very bad; but by traveling early and late each supervisor can visit all of his schools in about one month.

There has been some dissatisfaction with this new law. The principal objection seemed to be based upon a misunderstanding as to the need for rural supervision, and a belief that the expense is unnecessary. Those who have opposed the law have, however, composed a very small minority, and as the benefits of this new system are becoming better understood, the criticisms are rapidly becoming less.

Official Relations.—As my term of office is about to close, I desire to express my appreciation for the many courtesies that have been shown me during the nearly eight and one-half years of my public service. It would be remarkable indeed if in dealing with hundreds of school officers and teachers there were no mistakes or misunderstandings. However, these have been few in number, and my official relations with the teachers, district officers, and patrons have been uniformly pleasant. To the teachers especially I feel that I owe a debt of gratitude. Their expressions of appreciation have been many, and their criticisms few. This has added immeasurably to the pleasure of my work.

To the Superintendent of Public Instruction and his deputies I wish to express my appreciation for much valuable assistance given and uniform kindness shown me, also to the county superintendents for their many helpful suggestions and expressions of good will.

WALLOWA COUNTY

J. C. CONLEY.

Supt. L. R. Alderman, Salem, Oregon.

Dear Sir: In response to your request, I will give a brief special report on the educational outlook in this county.

School conditions are better than ever before. The school sentiment is good. A good wholesome spirit of rivalry exists. People are getting in earnest about the subject of education, and are showing their interest by providing more funds and better equipment, and are insisting upon longer terms of school and better teachers.

On the whole, we have an excellent corps of teachers, a great many of whom have had special training, and are doing excellent work. Of course, there are a few new, untrained teachers each year, but even they are entering into the work with a great deal of zeal and a desire to make their work count for something.

We have one county and three district high schools. Two of the district schools are doing four-year work and one two-year work. Two of the high schools have put in domestic science, and one a commercial course.

Within the past two years, a number of new buildings have been erected, the most noted of which are, Joseph, District No. 6, at a cost of \$30,000, and Wallowa, District No. 12, at a cost of \$25,000.

The last two years this county has held its annual institute in connection with the State Association at La Grande and Baker City. The State meeting this year, October 16-18, will be held at Enterprise, this county, in connection with Umatilla, Union, Baker and Malheur counties. We had several very enthusiastic local institutes last year, although it is hard for a very great number of our teachers to get together in a local meeting.

The only general school fair in this county this year was held at Wallowa, September 26, and I was very agreeably surprised at the remarkable collection of farm and garden products, pigs, chickens, ducks, etc., as well as bread, cake, pies, canned fruit, specimens of sewing by the primary pupils, and a general exhibit of class work by all. Teachers and pupils deserve a great deal of credit for the showing they made.

In conclusion, I will say that the outlook for a successful school year was never better, and we hope to make it the best we have ever had.

—000—